REPORT

ON

EDUCATION

IN THE

CENTRAL PROVINCES

FOR

THE YEAR 1887-88.

NAGPUR:

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1888.

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Extract from the Proceedings of the Chief Commissioner, Central Provinces, in the General Department, dated Nagpur, the 11th August 1888.

READ.—The Education Report for 1887-88.

RESOLUTION.

The Report (paragraphs 39 to 59) contains a useful account of the system of Education in force in these Provinces, and an interesting summary of the results achieved since the Department began work in 1862. The number of schools open in that year was 1,187, scholars numbering 17,827. The number of colleges and schools now in existence is 1,892 attended by 1,08,673 scholars. During the greater portion of this period of 26 years, the work of the Education Department has been directed by Mr. Browning, and it is to his unremitting efforts as Head of the Department that the progress made is chiefly due. He has now taken leave preparatory to retiring from the service and this is his last report.

2. The general results for the past four years are compared below :—

	1884-85.	1885-86.	1886-87.	1887-88.
Number of schools ...	1,809	1,854	1,891	1,892
Number of pupils ...	99,010	1,04,000	1,06,952	1,08,673
Average attendance ...	66,986	72,296	74,180	74,930
Fee receipts in all schools ...	52,193	56,276	58,007	64,589
Direct cost per pupil to Govt. ...	Rs. a. p. 2 4 5	Rs. a. p. 1 13 7	Rs. a. p. 1 14 3	Rs. a. p. 2 0 6

There has been steady progress during these years and the growth of fee receipts is particularly satisfactory. The table does not include private schools.

The increase in the number of pupils during the year under review was common to almost all classes of institutions. Similarly, the increase of fee receipts, though largest in Primary schools under the charge of District Councils (Rs. 11,048 against Rs. 8,892 in 1886-87), was shared by all other classes of institutions.

3. The results of examinations for four years are given in the following table :—

Successful candidates in	1884-85	1885-86	1886-87	1887-88
B. A. Examination	6	4	13	13
F. A. "	10	22	26	23
Matriculation "	50	70	132	89
Middle School "	420	345	404	453
Upper Primary "	5,996	6,089	6,622	6,907
Lower Primary "	9,527	9,458	9,836	10,425
School of Art "	...	3	9	21
L. M. and S. (Surgery)	...	...	...	2
L. C. E. (Engineering)	...	...	...	1
F. L. C. E. Do.	...	...	...	3
L. L. B. (Law)	...	...	...	4

Except for the decrease of 3 in F. A. passes and the large decrease in the number of matriculation passes, which is ascribed by the Inspector-General to a change of standard, the figures for the past year are satisfactory. One of the students who passed by the F. A. standard was a student of the St. Francis deSales School, Nagpur. Of the B A. graduates one was a private student and another was a Scholarship-holder in the Elphinstone College, Bombay. The remaining eleven were trained in Colleges in the Central Provinces. The six students who took degrees in Surgery and Engineering and two of those who took the L.L. B. degree were educated in the Central Provinces. The remaining two who took the L,L. B. degree are teachers in the Morris College. Passes by the Upper and Lower Primary standards have increased steadily during the past few years.

Public funds being devoted for the most part to the spread of Primary education, and primary schools being for the most part under the charge of District Councils, a table comparing the number of Upper and Lower Primary passes in each district from District Council Schools would be useful as indicating the progress of these schools, and might stimulate those local bodies whose schools have not done well in these examinations to greater activity.

4. The expenditure of the past 3 years is contrasted below :—

	1885-86.			1886-87.			1887-88.		
	From Provincial Funds.	From other sources.	Total.	From Provincial Funds.	From other sources.	Total.	From Provincial Funds.	From other sources.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University	11,575	16,786	28,311	14,768	23,464	38,232	17,975	24,594	42,569
Secondary schools ...	60,633	54,135	1,14,768	60,766	62,912	1,23,678	57,682	73,540	1,31,222
Primary schools ...	88,685	2,59,587	3,48,272	93,874	2,72,003	3,65,877	1,11,174	2,65,126	3,76,300
Special schools .	28,481	731	29,212	29,078	582	29,660	30,476	510	30,986
Total direct expenditure ..	1,89,374	3,31,189	5,20,563	1,98,486	3,58,961	5,57,447	2,17,307	3,63,770	5,81,077
Direction and Inspection ...	1,26,589	866	1,27,455	1,15,667	1,169	1,16,836	1,13,114	1,831	1,14,945
Scholarships ...	20,415	3,443	23,858	19,000	5,944	24,944	20,063	7,074	27,137
Buildings and Miscellaneous...	14,245	70,853	85,098	21,775	98,226	1,20,001	13,055	79,136	92,191
Total indirect expenditure...	1,61,249	75,162	2,36,411	1,56,442	1,05,339	2,61,781	1,46,232	88,041	2,34,273
Total direct and indirect expenditure ...	3,50,623	4,06,351	7,56,974	3,54,928	4,64,300	8,19,228	3,63,539	4,51,811	8,15,350

The increased expenditure in 1887-88 on University education has been borne chiefly by Provincial Revenues. The expenditure from this source was Rs. 3,207 in excess of the expenditure from the same source in 1886-87. The cost of the Jubbulpore College to Provincial revenues was Rs. 12,335 compared with Rs. 9,948 in the preceding year, but against this must be set a decrease of about Rs. 2,000 in the High School department of that College. The most striking feature in the table is the large increase of expenditure (Rs. 17,300) from Provincial revenues on Primary education. This is explained to be due to the payment during the year of a portion of the contributions in aid of education which

had been promised to District Councils when primary schools were first entrusted to their charge, but which, under the arrangements made at that time, had been withheld so long as the balances at the disposal of these local bodies enabled them to dispense with Provincial aid.

5. Details of the sources from which the expenditure of the past three years was met and the percentage paid from each source are given below :—

	1885-86.	1886-87.	1887-88.	Percentage of total in		
				1885-86.	1886 87.	1887-88.
	Rs.	Rs.	Rs.			
(1) Provincial Revenues ...	3,50,623	3,54,928	3,63,539	46 32	43·33	44·59
(2) Local rates and cesses ...	1,74,670	1,83,869	1,61,435	23 07	22·44	19 80
(3) Municipal Funds ..	56,465	63,665	69,312	7·46	7 77	8·50
(4) Fees ..	56,276	58,007	64,589	7 43	7 08	7 92
(5) All other sources ...	1,18,940	1,58,759	1,56,475	15·72	19 38	19·19
Total ...	7,56,974	8,19,228	8,15,350	100·	100·	100·

6. The following is a detail of the sources from which the expenditure on primary education was met :—

	1885-86.	1886-87.	1887-88.
	Rs.	Rs.	Rs.
Provincial revenues	88,685	93,874	1,11,174
Local Cesses	1,47,300	1,53,526	1,35,325
Municipal Funds	29,714	33,482	33,513
Fees	33,617	32,376	36,725
All other sources, including subscriptions...	48,956	52,619	59,563
Total ...	3,48,272	3,65,877	3,76,300

The increase of Expenditure from Provincial Revenues, with a corresponding decrease from local cesses, has been already explained. Receipts from subscriptions, the Chief Commissioner regrets to find, have decreased this year. The receipts under this head for 4 years are given in the margin. The increase of fee receipts is, however, satisfactory.

	Rs.
1884-85 ...	24,089
1885-86 ...	15,861
1886-87 ...	30,180
1887-88 ...	28,073

7. It has been found necessary during the course of the year to impose a strict limit on the expenditure incurred by District Councils on education. There was a tendency in some districts, notably Wardha, to devote to education an undue share of the district funds, to the neglect of local works. It has now been laid down (Resolution of the 4th November 1887) that the expenditure on education must not exceed the receipts from (1) the Education Cess, (2) the Provincial contribution, (3) School fees, and (4) Subscriptions. Funds, it has been intimated, must be raised locally for improving existing schools or opening new ones, when the additional expenditure needed for these purposes would raise the total expenditure on education above the prescribed limit. On the other hand, savings in one year in the Educational Budget of a District Council may be taken to credit for expenditure in the following year. Every District Council therefore knows precisely what funds are available for

expenditure on Education, and must regulate its school establishments, &c., accordingly. In some cases the Chief Commissioner has noticed a tendency to make insufficient provision for repairs of school buildings which are starved, while school establishments are allowed to grow. The shortsightedness of such a proceeding is obvious. It must involve a greatly increased expenditure on buildings in the course of a year or two, and the Chief Commissioner must insist on a fair distribution by the District Council of the budget allotment for education in each district.

8. The work of the District Councils is described in paragraphs 60 to 62 of the Report. It has been somewhat unequal. Some Councils and Local Boards have done well. The work of others is a little disappointing. There can be no doubt that where these local bodies are really concerned about the welfare of the schools committed to their charge, and the Local Board members evince their interest in these institutions by regular inspections, with a view of assisting the School Committees and encouraging the masters, the schools do and will prosper. It rests with the local bodies themselves to show by a willing and intelligent exercise of the powers with which they have been entrusted that these powers are appreciated by and have been worthily conferred on them. The Chief Commissioner is glad to find that, as a general rule, Tahsildars have done their duty in aiding local bodies to maintain the efficiency of rural schools.

9. The three Colleges, with a total of 134 students, have not been so successful as last year with their F. A. students, F. A. passes having fallen from 26 to 22. The number of students who took the B. A. degree was 11, or one more than in 1886 87. There were only nine F. A. passes from the Jubbulpore Government College compared with 12 in 1886-87, and 14 in 1885-86, but 5 out of 8 competing students in this College took the B. A. degree—a very creditable result. The report on the Hislop College (aided) is gratifying. Attendance has increased at the Morris College (aided), but examination results were not so favourable as in the previous year. The scheme referred to in paragraph 8 of the Review on last year's Report for utilizing the Morris College as a Technical Institution fell through, as the Trustees of the College preferred to maintain it on its original footing as an Arts College.

10. The statistics of Secondary schools (High and Middle schools) are generally favourable—pupils, fees, average attendance, and middle school passes being all reported to have increased (paragraph 77). The number of High schools is 10 with 568 pupils, and of Middle schools 60 with 3,803 pupils Of the High schools 4 are departmental, 5 aided and one unaided. Of the Middle schools 34 are departmental. The decrease in the number of matriculation passes has already been noticed. But for this the results would have been altogether gratifying.

The Jubbulpore High school and the City aided school, Nagpur, show the best results. The Sambalpur High school also deserves special mention Results in the Saugor High school, on the other hand, are far from satisfactory and its affairs should be looked into by the Inspector-General. Middle schools generally are favourably reported on, but the Kamthi, Burhanpur, Ashti and Katol schools have not done well. The two last are District Council schools. The best of the aided middle schools in the Province is the Hitcarini school, Jubbulpore. The success of this school, like that of the City Aided school, Nagpur, may be said to be entirely due to local effort.

11. The number of scholars in Primary boys' schools rose from 97,015 to 98,461, average attendance from 67,035 to 67,482 and fees from Rs. 29,113 to Rs. 32,899. In departmental schools (192 in number) there was a small decrease of scholars (13,859 against 14,032) and of average attendance (10,6 0 against 10,661). In District Council schools (739 in number) scholars increased from 50,879 to 51,419 and average attendance from 34,422 to 34,848.

In both classes of schools there were increased fee receipts, as already noticed. In Feudatory States 90 schools with a roll of 5,456 boys were open against 68 with a roll of 4,101 boys in the previous year. The number of aided Primary schools under private management has decreased from 583 to 571 and there has been some falling off in average attendance. The statistics of unaided Primary schools, given at page 37 of the Report, are unfavourable.

12. The number of candidates who presented themselves for the Primary scholarship examination was 609 against 507 in the preceding year, and 212 qualified against 164 in that year. The number of scholarships bestowed was 76.

13. Of the Primary schools in the charge of the Department and District Councils, the Inspector-General writes that "they are generally good "and popular, the boys are well trained and the discipline is good." The Chief Commissioner is able from his personal knowledge to confirm this favourable judgment. Drill is practised in all and gymnastics in many of these schools. They may be said to be, on the whole, fairly well housed and furnished, and their sanitary aspects are described by the Inspector-General as generally good, though over-crowding is not unknown. Lighting and ventilation, the Chief Commissioner is disposed to think, might often receive more attention. It is not uncommon to find a school building consisting mainly of a long badly-lighted room, the number of doors and windows in the walls being insufficient to admit of a proper amount of light reaching the boys as they sit on the floor, or to allow of a free current of air passing through the building in whatever direction the wind may be. There should be plenty of light, so that there may be no straining of the eyes, and plenty of fresh air, the apertures in the building being, however, so placed that the boys need not be obliged to sit in any strong draught. Improvements in the way of lighting and ventilation might easily be carried out by School Committees under judicious direction at very little cost. Preservation of the eyesight is apt to be neglected in this country.

14. The report on the Jubbulpore Normal school is not satisfactory. The Nagpur and Raipur schools have done well. During the year the staff of Drawing masters at these schools has been completed. The results of the examinations in drawing by the Principal, Sir Jamsetji School of Art, Bombay, were generally good in the case of the Nagpur students. The Jubbulpore and Raipur students did well in geometrical drawing only. It remains to be seen what progress the Female Normal School at Jubbulpore makes under the new Lady Superintendent.

15. The condition of female education may be described as stationary. The number of scholars decreased from 5,260 to 5,163, but there were more passes by the (*a*) upper and (*b*) lower primary standards. There was increased expenditure from Provincial revenues (Rs. 19,460 against Rs. 17,780) owing to larger result payments which indicate greater efficiency. The total expenditure under this head was Rs. 53,396. The good work done by the Jubbulpore and Zenana Missions is deserving of mention.

(*a*) 169 against 123.
(*b*) 358 against 356.

16. Statistics of the schools for Europeans and Eurasians for three years are given below :—

	1885-86.	1886-87.	1887-88.
Number of Schools ..	10	10	11
Number of Boys ...	403	413	490
Number of Girls ...	458	487	447
Total of pupils ...	861	900	937
Average daily attendance ..	678	684	718
Matriculated ...	...	2	3
Middle School Passes ...	7	10	8
Upper Primary do. ...	37	41	56
Lower Primary do. ...	42	63	60
	Rs.	Rs.	Rs.
Monthly Grant ...	1,192	1,420	1,551

The general results are satisfactory. The decrease in the number of girl pupils occurred chiefly in the Jubbulpore Convent School, and may, it is hoped, prove to be temporary. The increase in the monthly grant, which depends on results, shows that there has been increased efficiency in the schools generally, but the Chief Commissioner would be glad to see a steady yearly increase of passes by the Lower Primary standard. The results here might be better. The Bishop's School, Nagpur, is reported to have made the greatest relative improvement during the past year. The total expenditure on these schools was Rs. 48,243, of which Rs. 19,178 were paid by Provincial revenues.

17. The Chief Commissioner has much pleasure in acknowledging the services in the cause of Education of the gentlemen and societies whose names are given in Section X of the Report. The future of Education depends largely on private effort, and on the value placed on a good education for their children by the people of the country. The sums at present paid by Native gentlemen for the education of their boys are comparatively insignificant.

18. Two subjects of special importance have been recently under the consideration of the Administration,—*viz.* (1) Technical Education and (2) Discipline and Moral Training in Colleges and Schools. As regards the first, the steps which the Chief Commissioner has decided to take to stimulate the study of Physical Science and to advance the cause of Technical Education have been fully set out in his Minute of the 4th April last which was published for the information of the public in the Central Provinces Gazette. Provision has been made in the School Curricula for the systematic teaching of elementary physics, and drawing will be compulsory in Lower Primary Schools and optional in the higher classes. Boys who have an aptitude for drawing can, if they wish, pursue this study in the higher classes, while those who have no such aptitude can abandon it when they have passed out of the primary stage. The study of physical science, of drawing and surveying will be encouraged by prizes, by preference in the award of scholarships, and by special certificates. The study of the Agricultural Primer is to be similarly encouraged. Science and Drawing masters have been specially sanctioned for certain schools. All Normal School pupils will be taught drawing and will themselves teach it in the schools to which they are sent out. Instruction in drawing will in this way become general. In addition to these engrafted alterations in the ordinary educational course, special Engineering and Agricultural classes have been opened, and encouragement will be given to the study of Law. Lastly, technical studentships tenable at Railway Workshops and the Collieries have been substituted for the stipendiary apprenticeships hitherto offered.

19. As regards discipline and moral training, the whole subject has been fully treated in a letter to the Home Department No 2646-110, dated 18th May last, in reply to the Circular of the Government of India inviting opinions on this question. What has been actually done under this head may be briefly described. Firstly, with reference to the proposal of the Education Commission regarding the introduction of inter-school rules, a rule has been sanctioned that no boy in an Anglo-Vernacular college or school may, except on the 1st April or 1st October, be admitted to another institution of the same grade in the same town, except on producing a certificate from the master of his late school that he has paid his fees, and is permitted to leave. Secondly, it has been ordered that the practice of gymnastics is to be made more general among boys above a certain age instead of being confined to a few boys only in each school. Thirdly, good-conduct registers have been introduced. Fourthly, with reference to the view that old boys sometimes influence for evil their younger class-fellows, a rule has been sanctioned that when any boy of 15 and upwards seeks admission to the lowest class of a Middle School, his case is to be brought to the notice of the School Committee, and he is not to be admitted unless the Committee is of opinion that he is really actuated by a desire to learn English. Boys who are too old to commence the study of English with advantage and

might prove a drag to the class, if not worse, will thus be prevented from joining a class of younger boys. Fifthly, a Circular has been issued by the Inspector-General of Education, with the approval of the Chief Commissioner, pointing out to local bodies the importance of training boys in good habits, and explaining how discipline may be enforced and good habits formed by attention to various details in school management and ordinary school life. Lastly, certain College regulations proposed by the Government of India have been introduced into the Jubbulpore College, and commended for adoption to the authorities of the Hislop and Morris Colleges.

20. In conclusion, the Chief Commissioner desires to record his appreciation of the very valuable services rendered to the Administration by Mr. Browning as head of the Education Department. Nearly a quarter of a century has passed since he was first appointed to officiate as Inspector-General, and Sir R. Temple in reviewing the work of the year 1863-64 when Mr. Browning had taken charge of the Department, recorded his sense of "the "unceasing care and vigour with which the educational operations of the year "had been conducted." With the exception of a few years' service as Director of Public Instruction in Oudh, the whole of Mr. Browning's official career has been bound up with the progress of Education in these Provinces, and he has received the warm thanks of every Chief Commissioner in succession for his unwearying labours and wise control of the Department. Besides all this official appreciation of his work, Mr. Browning was personally beloved and respected by all sections of the community in every district. No officer on retirement could be more missed than Mr. Browning will be missed by the people of these Provinces. His name will be long remembered by them, and deservedly so, for they know that his career has been one of unselfish and unostentatious devotion to duty. Mr. Mackenzie fully endorses the high praise which has been accorded to Mr. Browning by former Chief Commissioners and congratulates him on his very successful management of the Department throughout his long term of service. He carries with him into his retirement the best wishes of the Local Administration.

ORDER.—Ordered that a copy of this Resolution be forwarded to the Inspector-General of Education for information and guidance; also that copies, bound with the Report, be distributed as usual.

(True Extract.)

F. C. ANDERSON,

Offg. Secretary.

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No. $\frac{D}{3338}$ of 1888.

FROM

COLIN A. R. BROWNING, ESQ., M. A., C. I. E.,

INSPECTOR-GENERAL OF EDUCATION,

Central Provinces,

To

THE SECRETARY TO THE CHIEF COMMISSIONER,

Central Provinces.

Dated Nagpur, the 11th June 1888.

SIR,

Submits the report.

I have the honour to submit the report on education in these Provinces during the year 1887-88. The department has now been at work for 26 years. The year has been one of reconstruction and progress.

SECTION I.—GENERAL AND STATISTICAL SUMMARY OF THE YEAR'S OPERATIONS.

Revision of curricula.

1. The curricula of all schools have been revised, and provision has been made in them for instruction in physical science, drawing and agriculture.

Technical education.

2. The Chief Commissioner has approved a scheme, which will at least prepare the pupils of these Provinces for technical education, and will, so soon as apparatus can be provided, give them instruction in physical science.

Schools of Agriculture and practical Engineering.

3. Schools of Agriculture and practical Engineering are about to be opened. The one is placed under the Commissioner of Settlements and Agriculture, and the other will be under the supervision of the Chief Engineer.

Discontinuance of superfluous scholarships.

4. Scholarships attached to large Railway and Mining workshops have been reduced in number, and thus means have been partly provided for the new technical schools. There are still seven vacancies in technical scholarships, so that the reduction of their number has not impaired the prospects of industrial training.

Abolition of stipendiary apprenticeships

5. The stipendiary apprenticeships in the Public Works Department have been abolished. No students that were eligible ever applied for them.

New drawing schools.

6. Additional drawing schools were opened during the year in Raipur, Saugor, and Hinganghat, and two more have been sanctioned for Sambalpur and Mandla.

Scholarship standard raised.

7. The Middle school scholarship standard has been raised. No students receiving less than one-half marks can hold scholarships.

Scholarships tenable at new technical schools.

8. Middle school scholarships can be held at any High school, or recognised technical school, and so may be held in the technical schools about to be established in Nagpur.

9. To encourage the study of drawing and physical science in Middle schools, 10 annual prizes of 5 rupees each for free hand, 10 for geometrical and 10 for model drawing have been sanctioned. Also 30 prizes of 5 rupees each for the best pupils in physical science have been granted. The prizes will be awarded on the results of the Middle school examination.

Drawing and physical science prizes.

10. Mr. Fuller has rewritten his agricultural primer which will be translated into Hindi, Marathi and Uriya and a special examination for certificates in agriculture will be held annually in each district, open to all students who have passed the Upper Primary examination. District Councils have been asked to give from 10 to 20 prizes each of 2 rupees annually in every district to be distributed amongst the most successful candidates, no scholar who does not obtain more than $\frac{1}{2}$ marks will get a prize, no student who does not obtain more than $\frac{1}{3}$ marks will obtain a certificate.

Examination in Agriculture.

11. So also to encourage physical science in Vernacular schools, annual examinations for certificates are to be held, and each District Council has been recommended to give at least 10 prizes of 3 rupees to the best students obtaining more than one-half marks. No student will receive a certificate who does not get more than one-third marks.

Physical science prizes and certificates for Vernacular scholars.

12. Prizes according to the prescribed rules will as at present be given to deserving students who pass the Sir J. J. School of Art examination, Bombay.

Art prizes.

13. By permission from Messrs. Macmillan and Co., Balfour Stewart's Primer of Physics has been translated into Hindi, and its issue from the press is daily expected. It has already been translated into Marathi.

Translation into Hindi of Physical Primer.

14. High school scholarships are in future to be preferentially awarded, when the difference of marks between candidates is less than 10, to students who do best in drawing. At present all students obtaining from 80 to 99 marks are placed in the 3rd grade of the Middle school examination, and those obtaining from 100 to 149 in the 2nd grade. Students who get 150 marks or more are placed in the 1st grade. It is at this examination that High school scholarships are awarded. Of 15 Junior College scholarships, 5 are to be awarded to students who having obtained qualifying marks undertake to pursue their studies at any College of Law, Medicine or Engineering.

Encouragement for proficiency in drawing.

15. Two Law Professors have been sanctioned, one for the Jubbulpore Departmental College, and the other for the Nagpur Colleges.

Law.

16. The subject of discipline and moral education in schools and colleges has been under consideration, and on the reports submitted by myself and others, the Chief Commissioner has issued orders.

Discipline.

17. The powers of the Inspector-General as to the sanction of expenditure and of appointments have been reviewed and orders issued.

Inspector-General's powers.

18. Endeavours have been made to promote physical instruction by increased attention to drill and by the provision of gymnastic apparatus and wrestling grounds for primary schools.

Drill and gymnastics.

19. The rules for the guidance of District Councils with reference to schools have been revised, and proposals have been made to levy fees in rural schools on the basis of a property qualification.

Revision of District Council rules.

20. The Municipality of Burhanpur have contributed funds to raise the status of their Middle school to a High school. The people of Chhindwara have devoted the Morris Memorial collections to raise the Anglo-Vernacular school to the Zila school grade, and they have also raised additional subscriptions for the same object. At Betul the towns-people have contributed for the establishment of an English school, and the Municipality of Khurai have added instruction in English to the Vernacular curriculum. The residents of Multai also have subscribed for an Anglo-Vernacular school.

Additional High and Middle schools.

21. Mr. Laurie, with the approval of the Chief Commissioner, has sanctioned the employment of schoolmasters as sub-registrars. This will not only decrease expenditure but be a boon to the people, as the introduction of central offices for registration conducted by well known men will save the people time and expense. Schoolmasters are now also employed as sub-deputy postmasters, and stamp vendors. Some have the sale of forest licenses. Their employment in these capacities adds to their income, raises their status, and should not interfere with the teaching and conduct of schools. The extra work will be done out of school hours.

Improvement in the position of Vernacular schoolmasters.

22. Orders to keep school conduct registers have issued.

Conduct registers.

23. A very simple inter-school rule has been prescribed for adoption in Departmental and Aided Anglo-Vernacular schools and colleges where there is more than one Anglo-Vernacular school or college of the same status in the same town.

Inter-school rules.

24. Three masters in the Jubbulpore training school having passed in Mahajani and Native accounts, instruction in these subjects will be given to selected teachers under training. They, in their turn, will teach primary school boys.

Instruction in book-keeping.

25. Masters' conferences were held in every district; in many districts scholars also assembled and competed for gymnastic prizes given by the people.

Masters' Conferences.

26. There has been considerable increase in the fee collections. In all schools the fees have increased from Rs. 58,007 to Rs. 64,589. In departmental colleges and schools they increased from Rs. 28,673 to Rs. 31,524.

Fee collections.

27. There is an increase of one school and 1,721 scholars.

Number of schools and scholars.

28. The results of the various examinations continue to improve :—

Improvement in examination results.

		1886-87	1887-88
1.	B. A. passes	13	13
2.	F. A. passes	26	23
3.	Matriculation	132	89
4.	Middle	404	453
5.	Upper Primary	6,622	6,907
6.	Lower Primary	9,836	10,425
7.	School of Art	9	21
8.	L. M. and S. (Surgery)	0	2
9.	L. C. E. (Engineering)	0	1
10.	F. L. C. E. Do.	0	3
11.	L. L. B. (Law)	0	4

Fewer students matriculated, but I do not think this was due to our students being less well prepared, but to some fluctuation in the Calcutta University standard. The increase in the number of passes in Art, Surgery, and Engineering is a subject for congratulation. The great decrease in matriculation passes occurred chiefly in the Hislop High school and in other aided schools. Only one private student matriculated, in the previous year 8 passed.

Comparative statistics.

29. The following figures compare the results for the last 4 years. Private schools are omitted :—

	1884-85.	1885-86.	1886-87.	1887-88.
Number of schools ...	1,809	1,854	(a) 1,891	1,892
Number of pupils ...	99,010	1,04,000	(a) 1,06,952	1,08,673
Average attendance ...	66,986	72,296	74,180	74,930
Fee receipts in all schools ...	52,193	56,276	58,007	64,589
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Direct cost per pupil to Govt. ...	2 4 5	1 13 7	1 14 3	2 0 6

(a) Private schools and scholars are omitted.

In 3 years schools have increased by 4 per cent, scholars by 9 per cent, average attendance by 11, fees by nearly 24 per cent, and the cost to Government of educating each pupil has diminished.

Comparative statement for each grade of school.

30. There are no kinds of schools that do not shew increased numbers, except only a special school for training School-Mistresses. This year I allowed a good many of the women who were hopelessly dull, to leave.

Class of Institution.		1886-87.		1887-88.		Average number of pupils per school.
		Schools.	Pupils.	Schools.	Pupils.	
	PUBLIC INSTITUTIONS.					
University ...	Colleges ...	3	100	3	134	45
Secondary ...	High English Schools ...	9	501	10	568	57
	Middle ...	58	3,613	60	3,803	63
Primary ...	Primary ...	61	2,790	63	2,790	44
	Upper and Lower Primary Vernacular.	1,622	94,225	1,615	95,671	59
Special ...	Vernacular schools for males ...	17	436	22	524	24
	Do. do. females ...	1	27	1	20	20
Female ...	Secondary English schools ...	4	102	5	102	20
	Primary Vernacular „ ...	116	5,158	113	5,061	45
	Total Public Institutions ...	1,891	106,952	1,892	1,08,673	57

Improved fee receipts in schools under public management.

31. There has been during the year a great increase in the fee receipts of schools under public management. This is thus shown :—

		1885-86.	1886-87.	1887-88.
		Rs.	Rs.	Rs.
Colleges—Departmental ...	...	1,054	1,090	1,500
Secondary schools for boys.	Departmental ...	14,279	15,043	16,354
	District Council...	199	250	250
Primary Schools...	Departmental ...	12,362	12,540	13,670
	District Council ...	8,899	8,892	11,048
	Total ...	36,793	37,815	42,822

College, secondary and primary expenditure.

32. The sums spent on Colleges, High, Middle and Primary schools may be thus contrasted :—

Kind of Institution.	Expenditure.				
	Provincial revenues.	Local rates and cesses.	Municipal funds.	Other sources.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.
Colleges	17,975	...	7,178	17,416	42,569
Secondary schools	57,682	855	25,624	47,061	1,31,222
Primary schools and schools for special instruction	1,41,650	1,35,811	33,537	96,288	4,07,286

The slight increase in expenditure on colleges was chiefly due to increased expenditure in Aided Colleges. It must be remembered that the Departmental and Hislop college expenditure fluctuates with the time spent by the Professors in the High school departments. An increase in the College expenditure is accompanied by a decrease in that of the High school. The above figures give only the direct expenditure on schools and colleges, not the indirect expenditure for buildings, scholarships and inspection. On secondary education, the increase is due to the addition of drawing masters in the Saugor and Hinganghat schools and to additional aided school expenditure over which the department has no control. The increase in special and primary school expenditure is due chiefly to the addition of drawing masters at Raipur and Jubbulpore, and increased expenditure in feudatary schools and in aided schools. The expenditure on primary education, and on schools maintained for its efficiency, is more than twice as much as the expenditure on colleges and secondary education.

Statistics and cost of education in all classes of schools.

33. The following table gives the cost of educating each pupil in all classes of schools in the Central Provinces :—

Class of schools.		Number of schools	Average number of scholars enrolled.	Average daily attendance.	Average cost of educating each pupil. Total cost.			Cost to Government.		
					Rs.	a.	p.	Rs.	a	p.
Under Public Management.										
Arts College	Departmental ...	1	55	46	313	7	0	224	4	4
Secondary schools ...	Departmental ...	38	2,760	2,250	28	3	3	14	10	9
	District Council ...	2	100	78	16	15	6	..	...	...
	Feudatory States...	...	...	...	...	..	...	...	...	...
Primary schools for boys.	Departmental ...	192	13,883	10,610	5	4	2	2	4	11
	District Council ...	739	50,304	34,848	3	6	2	0	8	4
	Feudatory States.	10	5,442	3,786	2	8	6	...		..
Primary schools for girls	Departmental ...	37	1,633	1,053	5	14	1	3	11	2
	District Council ...	29	1,215	795	4	5	10	0	0	7
	Feudatory States.	2	89	53	3	7	6	...	..	...
Under Private Management.										
Colleges		2	83	72	305	2	10	67	15	3
Secondary schools for boys	Aided ...	24	1,316	1,054	31	4	2	10	11	2
	Unaided ...	6	166	120	12	10	4	...	..	...
Primary schools for boys.	Aided ...	571	24,393	16,306	2	14	4	1	8	0
	Unaided ...	86	2,834	1,932	1	3	11	...	...	..
Secondary schools for girls.	Aided ...	5	115	94	73	5	10	27	0	10
	Unaided ...	...	...	...	..	..	.	...		...
Primary schools for girls.	Aided ...	42	1,917	1,332	15	6	..	5	5	9
	Unaided ...	3	101	67	2	9	8	...	.	...
Special schools	For Masters ...	3	189	172	120	6	8	120	6	8
	For Mistresses ...	1	25	21	216	7	8	216	7	8
Industrial schools	Departmental ..	10	143	105	16	4	7	16	1	11
	District Council ...	4	92	69	5	4	6	..	.	..
Drawing schools	...	5	86	67	...	.	...	...	...	...
	Total ..	1,892	1,06,941	74,930	5	6	11	2	0	6

There is a decrease in the cost to Government for the education of pupils in departmental colleges and secondary schools and in primary girls' schools. There is increase per pupil in departmental boys' schools and in special schools. The increase in special schools for masters was caused by adding drawing teachers to Raipur and Jubbulpore, and in schools for mistresses, chiefly by the smaller average number of pupils on the roll. The increased cost per pupil in departmental primary boys' schools is very slight, it was caused partly by a real increase of Rs. 1,100 in the expenditure debitable to Provincial Revenues accompanied by a slightly less (54) average number of pupils on the rolls.

Total expenditure on education.

34. The expenditure on education according to departmental returns was as follows :—

Kind of expenditure.		Total expenditure.	Receipts from all local sources.	Net expenditure from provincial revenues.
		Rs.	Rs.	Rs.
Colleges—Departmental		17,239	4,904	12,335
" Aided		25,330	19,690	5,640
Secondary Schools.				
For Boys.	Departmental	77,846	37,353	40,493
	District Council	1,697	1,697	..
	Feudatory	...	...	...
	Aided	41,143	27,065	14,078
	Unaided	2,099	2,099	...
For Girls.	Aided	8,437	5,326	3,111
	Unaided	...	...	...
Primary Schools.				
For Boys.	Departmental	73,004	41,007	31,997
	District Council	1,70,367	1,44,109	26,258
	Feudatory	13,779	13,779	...
	Aided	70,668	34,104	36,564
	Unaided	3,523	3,523	...
For Girls.	Departmental	9,606	3,569	6,037
	District Council	5,302	5,259	43
	Feudatory	309	309	...
	Aided	29,479	19,204	10,275
	Unaided	263	263	...
Special Schools.				
Training schools for Masters		22,759	...	22,759
" " Mistresses		5,412	...	5,412
Industrial Schools	Departmental	2,329	24	2,305
	District Council	486	486	...
Direction		30,773	..	30,773
Inspection		84,172	1,831	82,341
Scholarships		27,137	7,074	20,063
Buildings		55,867	45,234	10,633
Furniture		4,140	1,972	2,168
Miscellaneous including the Book Depôt		32,184	31,930	254
	Total	8,15,350	4,51,811	3,63,539

The total expenditure thus decreased from Rs. 8,19,228 to Rs. 8,15,330. The net expenditure debitable to Provincial Revenues increased from Rs. 3,54,928 to Rs. 3,63,539 or by Rs. 8,611. The increase is due to the fact that District Councils having exhausted their balances, received the aid promised in 1885 from Provincial Revenues, see paragraph 87. If the District Council receipts from local sources are omitted, then the total local receipts increased from Rs. 2,66,699 to Rs. 2,76,400 or by Rs. 9,701, and the net expenditure fell from Rs. 3,40,439 to Rs. 3,34,093. The increased expenditure on direction was caused by my absence on privilege leave, and was accompanied by decreased expenditure on inspection. The increase in departmental college expenditure is accompanied by a decrease in the High school cost, under the management of the same Principal. The increase of direct expenditure on aided, secondary and primary schools for boys and girls was accompanied by increased receipts from local sources. But some of the increase Rs. 6,316 was real and was due to the increased payments under the Codes for European and Result Aided Native schools. There was considerable decrease in District Council expenditure, and a decrease in the net expenditure on departmental, secondary and primary schools. There was decreased expenditure on buildings, and on the book depôt. There was a slight increase in the scholarship expenditure debitable to Provincial Revenues. The increase was from Rs. 19,000 to Rs. 20,063. It was due to the cause mentioned in last year's report.

Sources from which the expenditure is met.

35. The sources from which the above expenditure was met, may be thus shown :—

	1885-86.	1886-87.	1887-88.
	Rs.	Rs.	Rs.
(1) Provincial Revenues	3,50,623	3,54,928	3,63,539
(2) Local rates and cesses	1,74,670	1,83,869	1,61,435
(3) Municipal Funds	56,465	63,665	69,312
(4) Fees	56,276	58,007	64,589
(5) All other sources	1,18,940	1,58,759	1,56,475
Total ...	7,56,974	8,19,228	8,15,350

The increased grants from Municipalities and the increased fee receipts are satisfactory. The apparent decrease in expenditure debitable to local rates and cesses has already been explained.

Receipts and expenditure provided by the Account Department.

36. The preliminary statement of receipts and expenditure provided by the Account Department is as follows :—

Receipts.	1st April to date 12 months.	Expenditure.	1st April to date 12 months.
EDUCATION.		EDUCATION.	
PROVINCIAL.	Rs.	PROVINCIAL.	Rs.
Fees, Government Colleges, General ...	1,501	Direction	30,976
Ditto Schools, General ...	27,594	Inspection	82,913
Ditto Schools, Special ...	...	Government Colleges, General	16,240
Contributions	76,275	Ditto Schools do.	1,62,580
Income from Endowments	...	Ditto Schools, Special	29,689
Miscellaneous	38,445	Grants-in-aid	48,352
		Payments by results	35,145
		Scholarships	20,356
		Miscellaneous	31,797
		Refunds	967
Total Provincial ...	1,43,815	Total Provincial ...	4,59,015
LOCAL.		LOCAL.	
Fees, Schools, General	1,990	Government Schools, General	1,79,474
Contributions	5,202	Grants-in-aid	2,700
Miscellaneous	282	Scholarships	6,183
		Miscellaneous	15
		Refunds	225
Total Local ...	7,474	Total Local ...	1,88,597
Total Receipts ...	1,51,28[illegible]	Total Expenditure ...	6,47,612

On the receipt side the endowments of the Jubbulpore College, the Armstrong and the Mackenzie scholarships, the Elikeli village school, amounting in all to about Rs. 3,676 are omitted. The cess receipts were Rs. 1,32,485. If these items be added to the receipts of the Account Department we have a total receipt of Rs. 2,87,450. If this be deducted from the expenditure of Rs. 6,47,612 we obtain a net expenditure of Rs. 3,60,162, which agrees very closely with the net expenditure of Rs. 3,63,539 shown in the Departmental accounts.

Expenditure on school buildings.

37. The expenditure on school buildings in the Departmental returns is from the budget allotment for education. There is also a sum spent by the Public Works Department. The total Provincial expenditure may be thus shown :—

Expenditure on school buildings from Public Works Department Budget 1887-88.	Amount.	Expenditure (provincial) from Educational Departmental Budget 1887-88.	Amount.
(A) Repairs	†1,296	(D) Repairs to Government* buildings	6,996
(B) Minor Works under Rs. 2,000...	864	(E) Minor works under Rs. 2,000...	
(C) Larger Works above Rs. 2,000.	15	(F) „ Grant-in-aid under Rs. 1,000	637
		(G) Larger Grants above Rs. 1,000.	3,000
Total ...	2,175	Total ...	10,633

* Expenditure on District Council school buildings is omitted.
† Includes Rs. 984 spent on repairs to Rajkumar College, Jubbulpore.

Languages.

38. The languages taught and the number of pupils learning each language may be thus shown :—

No. of scholars in the Central Provinces.		Number of schools.	English.	Classical.					Vernacular.							
				Latin.	Sanscrit.	Arabic.	Persian.	French.	Hindi.	Marathi.	Urdu.	Tamil.	Telugu.	Uriya.	Guzarathi.	Bengali.
Hindus	94,048	1,892	8,143	116	857	166	351	43	64,055	29,009	3,467	281	411	9,062	392	65
Mahomedans	8,323															
Christians	1,600															
Parsis	32															
Gonds	2,472															
Mahars, Dhers, and other low castes...	2,198															
Total ...	1,08,673															

Students studying English and a classical language omitting Arabic increased during the year. The decrease in Arabic students arose from the discontinuance of certain private schools.

The system of education in the Central Provinces.

39. I have been asked to give in this report a brief statement of the system of education in the Central Provinces. The information is thus arranged :—

(1). Control and Inspection.
(2). Collegiate Instruction.

(3). Secondary schools.
(4). Primary schools.
(5). Training schools for masters and mistresses.
(6). Drawing schools, instruction in physical science.
(7). Periodical examinations.
(8). Grants-in-aid.
(9). Scholarships.

Control and Inspection.

40. The Educational Department commenced work in 1862. The administration of schools in the interior so far as the State is concerned, was placed in the hands of the ordinary Civil Authorities. The Commissioners, Deputy Commissioners, and their Assistants were as responsible for the various Government schools in their respective charges as for the Courts, Jails, Dispensaries, and district roads. Subordinate to these authorities are Tahsildars who by example, precept and inspection were to use all their influence to induce the spread of primary education amongst the masses. To each Deputy Commissioner was assigned a well paid District Inspector of schools. This officer was also subordinate to the special controlling department of education. The department consisted of a Director of Public Instruction, three Circle Inspectors of schools, the District Inspectors already mentioned, and school-masters of High, Middle, primary, and training schools. The title of Director of Public Instruction was subsequently altered by Sir George Campbell to Inspector-General of Education to mark the fact that he was an Inspecting Officer. The Department was thus one of control, inspection, supply, special administration, and education. It is still very much as at first constituted, but with this important difference that by degrees it has partially withdrawn, and is still withdrawing, from the actual establishment and management of schools. In its functions of control it prescribes curricula and text books, sanctions holidays and leave, receives all reports and presents them with the conclusions deducible therefrom for the consideration of the Chief Commissioner, and is the channel through which all instructions issue. It used also to appoint masters, suggest the appointment of gentlemen to serve on school Committees, and still does so in some cases. In its functions of inspection it inspects all schools, whether Government or aided. In its functions of supply it establishes book-depots, and furnishes trained school-masters and inspectors. The Local Self-Government Act of 1883 introduced important changes in the system of control. The system was made to assimilate in some respects to that of England, masters ceased to be eligible for pension. Inspecting officers have really less power of control in rural schools than in England. For there, primary education is compulsory, a decrease in the grant from the budget head of education means an increase of the local rate. But here a decrease in the amount of assistance from Provincial funds would simply cause certain elementary schools to be closed, not perhaps greatly to the regret of the rural population, who still in some places hardly value vernacular education. School Inspectors in the Central Provinces have great influence, but not very much power. Their influence depends very much on their personal character, their unselfish devotion to duty. An injudicious Inspector unsympathising and harsh would introduce intolerable discord, render schools unpopular by stopping promotion from class to class. From 1883 all departmental schools not within the limits of Municipalities and Cantonments were placed under District Councils and Local Boards. Henceforth District Councils of a representative character took the place in rural education that Deputy Commissioners once held, these officers still retaining their influence over urban schools not made over to Municipalities. Deputy Commissioners are Presidents of all High and Zila School Committees, and manage town departmental girls' schools through Zila Inspectors and Committees.

District Councils.

41. Except in the Laknadown Tahsil of Seoni, in the Baihar Tahsil of Balaghat, in Sironcha, and in Mandla, District Councils, and Local Boards as their agents, have control over all rural schools not under private management. But the Administration has frequently pointed out the responsibility that still rests with the Deputy Commissioner and his subordinates for all branches of district work. Besides this, Tah-

sildars have seats on the Local Boards and are sometimes office bearers. Tahsildars are thus responsible for the spread of rural primary education now as formerly, a fact they sometimes forget. District Councils cannot make any alteration in the system of education, they cannot alter the scholarship rules, the character of the examinations, the curricula except by the permission of the Local Administration, which would be advised by me and by the standing Committee of Education. District Councils appoint, transfer, dismiss and regulate the pay of all teachers and servants in rural schools under certain rules, *vide* Notification No. 413 of the Central Provinces Gazette of the 21st of January 1888.

School Committees.

42. District Councils appoint the School Committee members of rural schools. Every school under a District Council and every departmental school is superintended by a school Committee, which visit the school collectively once a month, secure regularity in attendance and arrange according to certain rules (*vide* Notification No. 2981, dated 7th August 1885, and draft circulated with letter No. 6055–327 of 3rd December last, from the Secretary to the Chief Commissioner) the fees to be paid by scholars. For departmental schools, Committee members are usually suggested by myself or by inspecting officers, and appointed by Deputy Commissioners, or Deputy Commissioners appoint without suggestion. The Deputy Commissioner stands in the same relation to departmental school Committees that District Councils do to rural school Committees. In addition to the collective visits paid by school Committees, an individual member is expected by rotation to visit the school weekly. A book is kept in which proceedings and visits are recorded. In rural schools, Committees are sometimes illiterate and unable to examine the scholars, but they record those present, enquire regarding absent boys, settle matters of discipline, and see to the repair and provision of school houses. No school Committee consists of less than 4 members, they are usually 6, and 3 form a quorum.

The District Inspectors.

43. In each district there is a special Inspector for District Council schools. To this officer a reference has already been made. He inspects all District Council schools at least three times a year, enters his report and suggestions in the school log or minute books and in his diary. In his appointment, pay, and tenure of office he is independent of the Council, but in his inspection of District Council schools he holds the same relation to the Council that he used to hold to the Deputy Commissioner. He helps the Council in establishing schools when required, in commending education to the people, in energising school Committees and Local Boards, and in securing the efficiency of schools. He keeps the Council informed of the state of education. He submits his diary to the District Council, and they issue orders and return to the Deputy Commissioner, who is thus able to interpose if there is unwisdom. The District Inspectors also visit and inspect all vernacular schools for boys and girls within municipal limits, conduct lower primary and upper primary examinations. They superintend the annual primary scholarship examinations held at sufficiently numerous centres in every district. In every district there is a Book Depôt managed by the District Inspector, who also collects all statistics for the annual report as required by the Government of India. To assist him in these duties there is a school Mohurrir appointed by the Inspector-General of Education. The Books to be kept in every district Inspector's office are:—

(1).—A register of correspondence.
(2).—School return books.
(3).—Cash books.
(4).—A Ledger and Stock book.
(5).—A diary.
(6).—A mirror of inspection, which shews at a glance the number of inspections each school has received during the year, and the state of each school.

The Zila Inspector also prepares pay-bills for District Council schools, and sees that the pay is properly and punctually distributed. He would not

propose to the District Council any radical change of system without consulting the Circle Inspector, who would consult me. Thus any proposal resulting in an important change would have the concurrent weight of all the three Inspecting officers. The District Inspectors are amongst the most valuable officers the Administration possesses, and have provided a large proportion of our Tahsildars, Extra-Assistant Commissioners and Junior Revenue and Settlement officers. They require great tact as they are subordinate to so many masters, and some courage and determination to enable them to travel at all seasons of the year through roadless districts having unbridged rivers subject to sudden floods. They acquire considerable knowledge of the people, whom they approach in a less formal manner than Magisterial and Revenue officers can ever do.

The Circle Inspectors of schools.

44. There are still, as at first, three Circle Inspectors of Schools. They are all graded officers and their circles of inspection have been well arranged. The Northern Circle consists of the old Saugor and Nerbudda territories shorn of Betul, Chhindwara and Seoni, but with Nimar added. The Southern Circle comprises the Marathi districts, with the addition of Balaghat and the three districts noticed above. The Eastern Circle comprises Chhattisgarh, Bilaspur and Sambalpur, and the Inspector visits schools and encourages education in the Feudatory States. An Inspector of Schools in the Northern Circle should be thoroughly acquainted with Urdu and Hindi; in the Southern Circle with Urdu, Hindi and Marathi; and in the Eastern Circle with Hindi and Uriya. One of the Circle Inspectors is chosen to perform the duty of Inspector of European schools. Mr. Thompson of the Northern Circle was the first Inspector so chosen and performed his work to the satisfaction of the Local Administration and to that of the managers of the important schools under his charge.

Each Circle Inspector is expected to visit all Departmental Zila schools in his charge twice a year if possible. In the Northern Circle a double visit to all such schools, when the Inspector is also Inspector of European schools, is not *always* possible.

The Circle Inspector is required to examine once a year all the scholars of Zila and Anglo Vernacular schools and to conduct if possible the lower primary and upper primary examinations. Considerable tact, good temper and experience are required. If the examination is conducted with undue severity or haste boys are not promoted, the masters are discouraged and the school becomes unpopular. If too great leniency is shown then school masters are lax and pupils are promoted before they are fit. It is always better in doubtful cases to promote subject to re-examination after a stated interval. Such re-examination acts as a stimulus to masters and pupils and convinces the parents of the boys that the Inspector is really anxious that their sons' career should be prosperous. Besides inspecting each Zila school twice a year, the Circle Inspector is required to visit as many vernacular schools as he can. He keeps a diary. At the end of his tour in each district he sends a report on the schools he has seen to the Deputy Commissioner for the information, as regards rural schools, of the District Council. The Circle Inspector at the end of every month sends an inspection report to me.

In all departmental schools Circle Inspectors can appoint certificated masters, Natives of the Provinces, to posts of Rs. 25 or less. To such men he may grant leave of absence, under the rules. He cannot dismiss masters in District Council schools, nor appoint them or fine them. He can recommend their dismissal or appointment or fine. In departmental schools the appointment of masters to places of more than 25 rupees a month, requires the assent of the Inspector-General of Education. The pay of masters in departmental town and Zila schools, and their branches having separate schedules cannot be altered without the assent of the Chief Commissioner. In departmental girls' schools the pay of teachers can, if the Deputy Commissioner assent, be altered, provided the schedule of Establishment is not affected. In cases of punishment in Zila schools there is of course a right of appeal to the Inspector-General of Education, but he would usually uphold the authority of

the Inspector of Schools. Each Circle Inspector also manages the training school for masters, conducts the annual examinations for teachers' certificates. He examines once a year all Anglo-vernacular aided schools, and reports on their condition. He usually also conducts the examination of such schools by the lower primary and upper primary standards. Promotions from class to class are not made by the Inspectors in aided schools, unless the Managers of the schools ask the Inspector to do so. This is in accordance with recommendation 22 of page 590 of the report of the Education Commission that "promotion from " class to class be left entirely to the discretion of the school authorities."

In the Eastern circle where there are many schools maintained on the combined system, a system which will be described hereafter, the Circle Inspector is required also to conduct the examination of some of the combined vernacular schools for grants. And generally speaking in all circles some of the result aided schools are examined for grants by Circle Inspectors, the majority being examined by Zila Inspectors. The Circle Inspector thus practically determines the character, and fixes the standard of the examination of all result aided indigenous schools. Both Circle and Zila Inspectors are required in their inspection minutes to enter the state and appointments of school buildings, the condition of apparatus and libraries, the discipline, the method of instruction, and to approve the time-table. Special attention is paid to politeness, cleanliness, honesty as shown by freedom from attempts to copy during the Inspector's examination. School registers are carefully examined, the remarks of school committee members, as recorded in committee books, are read, school minute books examined, the work of school committees, their liberality, the character* of school masters are all noticed, and if necessary commented upon. Inspection officers also see the drill and gymnastic exercises of the pupils, test the surveying classes if they exist and give prizes for conduct, proficiency, regularity and gymnastics. Such prizes are often given by school committees, but each Circle Inspector has also a small prize fund at his own disposal. One of the most important duties of Circle Inspectors is the management of the training schools. There are four training schools at the head-quarters of the Circle Inspectors, who not only conduct the annual certificate examination, but it is their duty to visit the schools frequently and see that proper discipline is maintained and that the methods of instruction are good. No special Manual of school inspection has been drawn up for Inspecting Officers. But they have Fearon's school inspection, and are expected to be acquainted with the rules laid down for the guidance of Inspectors of schools in England. The rules under which vernacular schools are aided in these Provinces, the small school Manual, and circulars issued from time to time from my office do practically form a manual for the guidance of Inspectors.

The Standing Committee of Education.

45. To bring public opinion to bear on the general features of our educational system, to ascertain the feelings and consult the wishes of the managers and supporters of independent institutions the Chief Commissioner established in 1884-85 a Standing Committee of Education. They have a voice in the arrangement and conduct of public examinations, the rate of fees, the terms of admission to school, the course of study and so on. The names of the members of this committee are given in page 5 of the report for 1885-86. They have already settled the question of departmental school and college fees. The system introduced works well and has resulted in increased fee collections. They select and appoint, or at least approve the selection of Middle school examiners.

The Text Book Committee.

46. There is a text book committee. All the books now used in departmental schools have been approved by the committee. The Committee are now considering whether the English Readers used in our schools may not be usefully superseded by better ones if such are to be had. Copies of the most approved readers have been circulated amongst

* When Vernacular Masters do not hold 1st grade certificates the Inspector records his opinion of the work of the teacher on the back of his certificate, which may be altered and made a grade higher or a grade lower.

the members. The gentlemen who form the text book committee were approved in Secretary to the Chief Commissioner's No. 1110-60 of the 4th April 1881. Their names are noted in the margin. It will be seen that there is a fair proportion of independent members whose choice of books cannot be attributed to professional or departmental bias. The Inspector-General of Education is not necessarily bound by the recommendations of the committee, the main responsibility rests with him, the committee assist but do not control. The functions of the committee are set forth in letter No. 274-9 of 25th January 1881.

(1) J. W. Neill, Esq., C. S., Commissioner.
(2) L. Fraser, Esq., C. S., do.
(3) F. C. Berry, Esq., C. S., C. I. E.
(4) Reverend J. G. Cooper.
(5) Do. D. Whitton.
(6) Mr. Vasudeo Ballal, Extra-Assistant Commissioner.
(7) „ Waman Rao Kolhatkar, Extra Asst. Commr.
(8) „ Safdar Ali.
(9) „ Dori Lal, Assistant Settlement Officer.
(10) „ Hari Gopal Padhye, B. A., Inspector of schools.
(11) „ Thompson, B. A., Inspector of schools.
(12) Colonel Jacob, Inspector of schools.
(13) The Inspector-General of Education, Central Provinces, *ex-officio* President.

The Inspector-General of Education.

47. The Inspector-General of Education works with, rather than controls, the managers of our larger aided schools and colleges, the District Councils and Local Boards and Deputy Commissioners in their Educational functions. He is responsible for the proper working of the Educational department, controls all departmental schools and Inspecting officers, and is the channel through which all applications for aid to the Chief Commissioner are forwarded through the Secretary. No organic change can be made in the system of education, as approved by the Chief Commissioner, without the assent of the Inspector-General of Education. Inspecting Officers must always consult him before proposing any great change to District Councils. He settles also matters regarding holidays, the internal discipline of schools, curricula, text books, &c. I say settles, but he works with District Councils and others, and if any matter requires discussion it can always be submitted to the Standing Committee of Education. School Committees regulate for rural schools the time of assembly. We merely insist that every school shall remain open six hours daily and that the attendance of any scholar for four hours shall count as a full attendance. The powers of sanction of the Inspector-General of Education are set forth in the statement that accompanied Secretary's No. 3104-179 of 24th June 1887 and in Secretary's No. 2527-190 of 4th May 1888. Or briefly, the Inspector-General of Education manages under the orders of the Local Government, the finance of the department, settles the curricula to be pursued, the nature of the examinations to be passed, provides school books and school apparatus, and himself takes part in the examination of scholars and in the inspection of schools. He prepares all reports and returns that are submitted to the Local Government. The vernacular books for patronage are examined by him, and under his supervision text books are prepared for schools in the four principal languages and dialects used in the Central Provinces. The Government College and High school are directly controlled by the Inspector-General, and he advises the Local Administration as to the aid that should be given to schools organised by recognised societies.

Colleges.

48. Our Colleges are all affiliated to Calcutta. We used from Nagpur to send scholars to Bombay for examination. But the practice was so costly and troublesome that it had to be abandoned, and for the last 16 years I know of hardly any of our scholars who have matriculated at Bombay. After matriculation in the Calcutta University many of our boys go to Bombay and do very well indeed. They are admitted *ad eundem*. We only have one departmental College at Jubbulpore and there are two aided colleges at Nagpur. These colleges are not bolstered up with scholarships. Our scholarships are tenable at any recognised college or technical school in or out of India. The Government College at Jubbulpore has a High school Department, the two aided colleges have high, middle, and primary departments. Thus in Jubbulpore the provision of all lower middle class and primary education is left to societies and private gentlemen; in Nagpur all ordinary education is in the hands of Missionary Societies, or of Societies of Native Gentlemen, or is provided by other private effort. The only departmental schools maintained in Nagpur are the training school for

masters and the carpentry school. An agricultural school and a school to train men for work analogous to that of the lower grades of the Public Works Department are about to be opened.

Law classes are about to be established. One Professor has been sanctioned for Jubbulpore and one for Nagpur. No free students are allowed to attend the departmental college. The fee is 27 rupees annually payable in four instalments. The fee for the law lectures will be 3 rupees per mensem.

There is a good library of more than 1,200 volumes. Additions are still required to make it entirely fitted for our college. Books are issued to all students who ask. No fee is required. Books of reference must not be taken from the library. Some apparatus and chemicals have been provided. There is an excellent covered gymnasium in which all the pupils exercise. Many of the pupils are good gymnasts. The Hislop Aided College has an open air gymnasium and there is a complete set of apparatus for lectures in elementary chemistry and physics. There is also a small library. We have no expensive college buildings. The Hislop Aided College meets in a building provided by the Free Church Mission, the Morris College meets in a building belonging to the Bhonsla Estate, and the Jubbulpore College meets in a place that was formerly a hospital or dispensary, it has been enlarged from time to time.

Rajkumar School.

49. There is a special school for Rajkumars managed by the Principal of the Jubbulpore College for which he is given an allowance of Rs. 100 per mensem and a house rent free. The young Rajkumars receive a good plain education. There are ten students. This year three of them passed the middle school examination and will now attend the high school. All the Rajkumars are taught in a room on the college premises. They are thus during school hours immediately under the Principal's supervision and as will appear below, they are also under his supervision out of school hours. The pupils are the Wards of Government, the sons of zamindars and feudatory chiefs. Each student has two rooms besides a cooking and dining room, and there is ample room for servants and ponies. There are cricket and tennis grounds. During the holidays the pupils are taken to visit distant places of interest. They have seen Bombay and Calcutta. Their excursions are conducted and admirably managed by Mr. Young, the Principal, who has a most responsible and honourable charge. The school is of course a boarding school, the fees paid are either Rs. 25 or Rs. 50 a month according to the wealth of the student. There are boarding houses attached to the Jubbulpore College and boys belonging to the Hislop and Morris Colleges may, if they choose, attend the boarding house of the Nagpur Normal school. There are of course rules for boarding house management. There is a Medical officer who attends to the health of the boarders in the Rajkumar, Normal and College boarding houses Jubbulpore. The Principal of the Rajkumar school has a house rent free close to the boys' quarters, which are enclosed by a wall. There is ample room for all kinds of games, lawn tennis, cricket, &c., without going outside the gate.

The Superintendent of the College boarders also occupies a residence rent free near the college. The Superintendent of the Normal school boarders at Jubbulpore lives with them, and at Nagpur he has free quarters in a nuzul building not far from their quarters, which are however very confined and unsuitable.

Secondary schools.

50. All secondary schools in the Central Provinces are Anglo-vernacular schools. We have vernacular schools with one or two classes beyond the primary course, but we do not call them middle but primary schools.

Classified according to their management, there are 3 kinds of secondary schools, those managed by the Department, those by District Councils, and those under private management. There are but two District Council secondary schools, Ashti and Katole.

Classified by their status, secondary schools are high schools, zila or superior middle schools or inferior middle schools. From the time a boy enters school he passes 3 years in the lower primary department, 1 year in the upper primary department, 3 years in the middle and 2 in the High school. Thus the superior Middle school course extends over 3 years, the inferior Middle school course over two years and the High school course is for two years. Or the course from the time the pupil commences English in the upper primary department until he matriculates, lasts for 6 years only.

All our departmental Middle schools are in Municipal towns, the two District Council Middle schools are in rural towns having no Municipalities. A town is a place of 5,000 inhabitants or more. All Middle schools for Natives under private management are situated in Nagpur, Kamthi, Raipur, and Jubbulpore, except one in Deoli in the Wardha district, and one in Khairagarh, one in Rajnandgaon and one in Powni. English is taught nowhere except in Municipal towns and in four rural towns. The fee payments in departmental schools are prescribed in the rules published in the report for 1885-86. They are based on the income of the parents. Eight per cent of the pupils may read without fee payment, provided either that they are orphans or that their parents earn less than Rs. 75 per annum. Every departmental Middle school except one is provided with gymnastic apparatus. In all the schools the boys are drilled. The curriculum fixes the maximum time each pupil should spend in each class of our secondary schools. If in any class there are many overtime boys the teacher is required to explain and may be reduced. We do not encourage the stay of old boys in our Middle schools. The average age of pupils in Middle schools has of late years been greatly reduced. At the last Middle school Examination 722 students were examined. Only 72 were above 17 years of age. Of these not less than 50 were either private students or students attending aided schools under private management. 281 were below 15 years of age, 339 were between 15 and 17, and 30 were 17.

Still our boys when they matriculate are not so young as boys in the Lower Provinces of Bengal. Our pupils have not the same advantages of study and self-improvement that Bengali boys possess. The parents of most of our pupils are illiterate, very few indeed have any acquaintance with English. We give no High school scholarships to boys of more than 17 and we discourage the attendance of old boys in our middle schools. In our middle and primary schools under certain rules a master may inflict corporal punishment and may dismiss a boy for insolence or immorality, reporting the case to the school Committee. Cases of discipline and quarrels are usually most satisfactorily settled by school Committees. In three departmental middle schools there are drawing masters who possess 2nd grade Art certificates and sanction has been given for a drawing master in a fourth school. The text books used in our departmental Middle schools are shewn in the new curricula now in the printer's hands. In Native schools English composition is taught rather by translation than essay writing. In the one case students merely have to clothe their author's ideas in English, in the other they have to find ideas and expression and are apt to write nonsense. They call upon their fellow pupils, " to wake from the lithargies of " ages and spring cap-a-pie." Each departmental middle school has a library which receives additions each year. Schools have maps, both in English and in the vernacular, black boards, benches, chairs and stools for the masters, diagrams, pictures, and wall cards of various kinds. The school rooms are matted or covered with some kind of floor cloth. They are generally kept clean, the walls are ornamented and the scholars often dress in uniform. All the books are catalogued and are kept in almirahs. Any school boy may read them. They are in charge of each head master who is responsible for their safe custody even though he delegate his care to an assistant. Globes are still desiderata. They are being gradually supplied. They are very fragile and get broken. The accommodation in middle schools is generally excellent both as regards light and ventilation. The head masters of all departmental middle schools are Native Gentlemen. They do not cheat nor do they allow their subordinates to cheat in recording attendance. There are no middle

departmental schools taught by Europeans. I do not remember any head master of a departmental middle school attempting to cheat in recording attendance. In primary schools the offence is not uncommon. The masters of our departmental middle schools are as a rule an exceedingly well conducted well mannered body. They are usually matriculated, some have passed the F. A. and one or two are graduates. The discontinuance of pensions has no doubt made the service less popular than before, and when masters subscribe, as they will ultimately do, to associations such as the "Oriental" granting deferred annuities and payments of a certain sum at death or at 55, salaries will have to be raised. We find it very difficult now to fill appointments in Anglo-vernacular schools at 20 rupees. Anglo-vernacular school masters have not had when they first join, any special training in teaching. But they have probably passed 10 or 12 years at school and college, and have observed the methods employed and adopt them. School masters eagerly read any books on the art of teaching given to school libraries, and recently a good many such books have been given. The pay of High and Middle schoolmasters varies from Rs. 15 to Rs. 200 per mensem. Prizes are given to Government schools annually and to aided schools under private management occasionally. They would always be given if our funds were sufficiently large. Municipalities give to aided High schools and to the High schools of Raipur and Saugor. But nothing is given by the Jubbulpore Municipality to the Jubbulpore High school and college, on the contrary they charge rent for an unused serai which has been repaired and altered so as to make a respectable boarding house. To our Middle schools Municipalities are I think liberal.

Primary schools.

51. Primary schools are, if grouped by their management, departmental, District Council, and private. All departmental schools are either in Municipal towns or cantonments, or in Mandla, Sironcha, and parts of Seoni and Balaghat not under District Councils. Departmental schools in towns, where there are Anglo-vernacular schools, are branches of such schools, and are managed by the Head-master of the middle schools. But Municipalities have been invited to take over the management of such branch schools under rules published in the Central Provinces Gazette Notification No. 2036, dated 25th April 1887, and again circulated with No. 18 of the 21st April. These branch schools are for the most part Lower Primary schools. After finishing the lower primary course boys are drafted to the Zila school to commence English. In some towns we have upper primary vernacular classes for boys who do not wish to study English. These classes may, as funds permit, be provided in all towns where there are Anglo-vernacular schools. In Municipal towns where there are no Anglo-vernacular schools, departmental schools are called town vernacular schools. They have one or two classes above the primary standard. There are, omitting the feudatory States, 48 towns in the Central Provinces. Excepting the schools in these 48 towns all others are rural schools. All our town vernacular schools are well managed popular institutions. The fee rates in departmental primary schools are fixed by the rules already quoted. Those in rural schools will be fixed by District Councils on a property qualification *vide* Circular No. 6055-327 of the 3rd December 1887, from the Chief Commissioner. The fees collected in District Council schools are the property of the school and are spent at the discretion of the school Committee, accounts being kept. Thus every village school Committee is directly interested in the fee collections. No sums are allowed for ordinary contingencies, they are debited to school fees. A fee account book is kept in every village school and opposite each boy's name is entered in the attendance register the fee paid during the month. In departmental town schools and branch schools the fees collected every month are either deducted from the pay bills or are paid into the Treasury to the credit of education. All primary departmental schoolmasters receive fixed stipends. In the attendance register the date when each boy entered the class is noted. According to the curriculum there is a fixed period for each class. If in any class there are many boys of fairly regular attendance, who are of long stay, the master is asked for an explanation, and if it is not satisfactory he is punished. The long stay of boys in primary schools is discouraged. We endeavour to pass them through the course and dismiss them to the active duties of life as soon as we can. A primary school boy usually terminates his stay at school on obtaining the upper primary certificate. Some few boys read in the

5th class, a class beyond the 4th, and a few others even reach the 6th class. All village schoolmasters, except in the combined schools of Raipur, receive fixed salaries. Their pay usually varies from 6 to 20 rupees. In town vernacular schools the pay is as high as 35 rupees. Once a year, as directed in Circular No. 7 of 1870 from the Chief Commissioner, the pay of village school masters is revised. The pay is revised according to the results of the annual examination and inspection that take place between the 1st January and the 31st March. When many boys pass the examination, if the discipline, the average attendance and the gymnastics are good, if the school house and furniture and apparatus are neat and clean and carefully kept, the schoolmasters receive promotion, in other schools where so much progress has not been made, schoolmasters receive less pay. In Raipur each schoolmaster and each monitor receives a small sum as fixed pay, the schoolmaster 6 rupees, the monitor 3 rupees. The school is examined by results and three-fifths of the grant are appropriated for the pay of the establishment in addition to the fixed grants. Thus if a master's school do well his pay increases, if not it decreases.

Masters may under certain rules inflict corporal punishment and may dismiss boys from school with the assent of the school Committee. The duties of such Committees are shown in the report submitted to the Education Commission and also in the Central Provinces Gazette, dated 21st January 1888.

In many village schools gymnastic apparatus has been provided and in all schools the boys are drilled. In many schools the boys wear uniform caps or dresses or both. All the highest class boys may for instance dress in red, all the third in yellow, the second in blue, and the last in white. School Committees provide dresses or caps for poor boys. The schools are generally popular and are growing in popularity day by day. Many of them are well housed, but some, especially in Raipur, are not provided with sufficiently good school buildings. All have small libraries and maps. The school rooms are sometimes very tastefully decorated. Most of them are matted or have floor cloth. Many have clocks provided by school Committees. Many of the village schoolmasters have charge of the village post-office and some are stamp-vendors and sub-registrars. Others distribute forest licenses. The employment of schoolmasters in this way tends to increase their influence and to make them industrious, as it improves their pay and renders them more anxious to please. School Committees will see that they do not neglect their scholastic duties, as also will Zila Inspectors and other officers. I have already mentioned the registers that are found in each village school. There must also be suspended (1) a time table, (2) a list of holidays, (3) the time when the school is held, (4) a list of school Committee members, (5) the local board member's name, (6) a list of the furniture and apparatus, (7) a comparative progress statement. To many vernacular schools with five classes, to all vernacular schools with six classes surveying apparatus has been provided and pupils must be examined at the annual examination in surveying. I have sometimes seen this part of an inspecting officer's duty neglected on the plea of want of time. The careful examination of vernacular schools in surveying with the plane-table and cross staff may be insisted upon, whenever apparatus has been supplied. There are very few primary schools under private management that are not situated in towns. The great majority of such schools are indigenous result aided schools. The system of payment by results is the only means by which we can make departmental influence felt in these schools. It is not every indigenous school that may receive aid, but only registered indigenous schools. We have now 598 registered result aided schools, excluding the combined schools of Raipur. If we wish to increase the number, the sanction of the Chief Commissioner is necessary. There has been immense improvement. Formerly in most of the indigenous schools nothing was taught except the multiplication table. I once saw an indigenous school of 130 boys in which there were only two books that neither the master nor any of the boys could read. Indigenous schools now emulate departmental schools, they invariably read our books, and it was the religious poetry read from a departmental reader by a boy in an aided school, that led, I believe, the President of the Education Commission to think that more attention was paid to moral training in indigenous than in departmental primary schools. The very reverse is the case, in these Provinces at least. The

curricula of our primary schools have just been revised and are in the hands of the printer. The languages chiefly taught are Hindi, Marathi, Uriya; we also teach Urdu, Telugu, Tamil, Guzerathi. No schoolmaster can be employed in any departmental or District Council school who is not certificated.

Training schools.

52. There are four training schools, one for school mistresses and the others for schoolmasters. The training schools for masters are at Nagpur, Raipur, and Jubbulpore. To each of the Nagpur and Jubbulpore schools carpentry masters are attached, and a limited number of students are taught not only how to teach but carpentry also. In Nagpur there are 40 sanctioned stipendiary pupils, in Jubbulpore 114, and in Raipur 50. Twenty of the pupils, 10 at Jubbulpore and 10 at Nagpur, are carpentry students: 18 of the stipendiary male students receive 6 rupees per mensem, 100 rupees 5, and 84 rupees 4. In Jubbulpore and in Raipur the course lasts for two years, but pupils who are content with a lower grade or village schoolmaster's certificate are under instruction for only one year. They, when they leave, receive less pay than the pupils who having attended the full course of two years, and pass out with higher grade or town schoolmaster's certificates. In Jubbulpore there are also under training the husbands of women received into the Female Normal school. They are a difficult body of men to manage. They think themselves, as their wives are under training, indispensable. The greatest care is necessary, that these men and their wives should not stay too long at the Normal school. Those making insufficient progress must be ruthlessly dismissed, lest the female Normal school degenerate into a very bad kind of charitable institution. When women are dismissed for idleness or want of progress they invariably plead poverty, and I invariably reply that the institution is not a "Dharamshala" but a "Vidyashala." In Nagpur the system is slightly different, that is of the 40 students only 15, excluding the carpentry students, finish a two years' course. The rest are only under instruction for one year. Admission is by competition. Pupils who have reached the 5th and 6th classes of our schools, or who possess knowledge equal to the 5th or 6th class standards, are admitted if successful in the Entrance examination. We endeavour to secure pupils from each district. It would be a grave defect if at any time a large number of pupils were from the town in which the Normal school is situated. Townsmen do not make good rural schoolmasters. Each Normal schoolmaster on admission signs an agreement on properly stamped paper that whilst he is at school he will submit to the discipline of the school, continue his studies until his course is finished and serve as a schoolmaster on any pay fixed by the department for two years after obtaining his certificate, or will refund a certain sum. The time students spend in the Normal school must be so arranged that the course is neither too short nor too long. If the time is too short, the pupils are imperfectly trained, if the time is too long, they do not care to go out as village schoolmasters and clamour for higher pay than we can afford.

The carpentry school course lasts for 4 years. The standards were defined by Colonel Jacob. They are too technical to give here. When the carpenter masters pass by the 4th standard and when they have also obtained an ordinary village schoolmaster's certificate they are sent out to conduct carpentry classes attached to ordinary schools. Each Normal school possesses a practising department in which the pupils are taught to teach, a certain number of students under training teaching daily. The subjects taught in the Normal schools are those of the village and town school course, with surveying, mensuration, drawing; and in Jubbulpore selected students will learn book-keeping after the native and Marwari methods, in which three masters have lately qualified. The art of teaching is taught by actual work in the Model school, by writing and giving model lessons, by preparing notes of lessons and time tables. The School Manual is read and the Head Masters of the schools are expected to give instruction in the most approved methods of teaching the various subjects, and in school management. Great attention will now be paid to instruction in physics, and the teachers under training will be taught how to perform easy experiments. There is a boarding house attached to each of the Male Normal schools. The boarding houses at

Jubbulpore and Raipur are suitable. The masters in charge of the boarders live on the premises and see that proper discipline is observed. The boarding house at Nagpur is a hired building in the same street as the school. The master in charge has rent free quarters in a Nazul building, the lower storey of which is occupied by the City school. The under storey of the boarding house is occupied by the carpenters' shop and work room. The routine of study is described fully in page 53 of the report addressed to the Education Commission. The only great difference is the attention paid to surveying, drawing, the better instruction in physical science, and the larger number of pupils that are admitted to the two years' course. All the masters are drilled and are taught gymnastics. There is a gymnasium belonging to each Normal school. That is, the Normal students at Jubbulpore use the High school gymnasium, which is hardly 300 paces away, and the model gymnasium next door. The students at Raipur will have some simple apparatus within the boarding house compound, they now use the High school gymnasium. The Nagpur students have an open air gymnasium not far from their school. There is an annual examination, at which certificates are awarded. The majority of the examiners are not connected with the Normal school, but the Inspector always takes part. He should examine in gymnastics, school method and management more especially.

Sambalpur system.

53. For the Uriyas in Sambalpur we have no special training schools. Ten stipendiary scholarships are sanctioned for students intending to become teachers; 5 are tenable at Reminda, 5 at Bargarh. Every two years the pupils are examined for Masters' certificates of the higher or Town school grade.* For each pupil that passes, who signs a stamped agreement that he will serve the department for 2 years as a school master, the teacher is paid a bonus of Rs. 30. Also bonuses of Rs. 25 for the training of 10 non-stipendiary students as village schoolmasters, 4 at Reminda, 4 at Bargarh, and 2 at Barpali, may be paid annually. Detailed rules regarding the admission of stipendiary scholars and the distribution of bonuses were drawn up some years ago. They are too long to give here.

School Mistresses.

54. All school mistresses in charge of the Departmental and District Council schools are certificated. There is a training school under a Lady Superintendent at Jubbulpore. There are 30 stipendiary studentships. Each woman under training receives 5 rupees a month. If she is a widow she is usually required to live in the boarding house under the supervision of the Lady Superintendent. The boarding house, school, and Lady Superintendent's quarters are all in the same building. If the pupil is married she lives with her husband and is allowed 2 rupees a month for house allowance. Her husband is a pupil of the Male Normal school. The women are taught reading, writing, arithmetic, grammar, geography, history, sewing, embroidery and teaching. The time it takes to train a woman teacher depends on her knowledge when she enters the school. Most have to commence from the 2nd book, some even from the primer. Usually no mistress is under training for less than 2 years, some are 3 or over 4 years before they pass. Every year there is a certificate examination. The form of certificate is given in the report written for the Education Commission, page 77. We send out both husband and wife to take charge of girls' schools. They are allowed actual travelling expenses, by railway 3rd class fare, and a bullock cart where there is no railway. After dark the boarding house is locked, it is under the immediate care of the Assistant mistress, who lives with the boarders. The house is suitable. There is a practising school taught by the Normal school students. No woman who is not the only wife of her husband is admitted, not is any woman admitted, unless her nearest relative agrees to live with her in the village in which the school to which she may be appointed is situated. We cannot send out women alone to distant schools. There is a Pandit who assists in the instruction of the women.

Drawing.

55. We commenced instruction in drawing some years ago and are now gradually as means permit extending such instruction. Eventually so soon as masters are ready, drawing will be

* For other rules regarding certificates see rules 28—36 grant-in-aid rules.

compulsory in all lower primary schools. This is the course recommended by the Royal Commission on Technical Education, and indeed it is the only way to teach drawing in National schools. Mr. Walter Smith, the Art Director of the Technical College, Bradford, in his evidence says, that to get the teaching of drawing into the hands of the regular teachers, is "the vital principle and keynote of all National Art education." Every child who attends school should have the opportunity of being taught to draw, and not merely the opportunity, but he should be taught in the regular process of education without reference to special ability and skill on his part; as he is taught to read and write, so he may be taught to draw and by the same person in the same inevitable and regular way. The time students stay in our lower primary schools is three years. For the first year and a half or two years the children would draw on their slates and for the 3rd year, or 2nd year and a half, they might draw on paper. On leaving the lower primary school, instruction in drawing will be optional, and scholars will draw on loose sheets of paper and on a large scale on the black-board with chalk. The children will not only draw from copies but from memory, beginning with the things they have previously drawn, and then the things they have not drawn but seen. The best scholars may then be drafted to special Art schools. The assumption that any child can learn and that sufficient teachers can be instructed to teach drawing, makes the plan practicable and reduces the expense. That it is practicable will, I think, be apparent to any one who reads the report of the Royal Commission on Technical education and the evidence of the gentlemen named in the margin.

(1.) Mr. Walter Smith, Art Director, Technical College, Bradford.
(2.) Mr. William Morris.
(3.) Mr. J. Fitch, M. A., Senior Inspector of Schools.

The Commissioners themselves are of opinion that sound instruction in the rudiments of drawing should be incorporated with writing in all primary schools. We have therefore commenced our system by attaching drawing masters to each of the Normal schools, so that all students training for teachers may receive instruction. The drawing master of the Nagpur Normal school, besides teaching his own scholars, has special classes for outside students belonging to other schools or to no schools at all. No fee is required. The same is the practice at Raipur and Jubbulpore. In Saugor selected pupils of the High school learn drawing, as do the masters of the branch schools, and any time that may remain the drawing master devotes to teach boys in the lower primary branches on their slates. As the branch schoolmasters qualify, they will relieve the special drawing master of this work, and he will be able to devote his time to special classes and to the general supervision of all the drawing classes in the town of Saugor. At Hinganghat the drawing master teaches a special class and 10 of the assistant and branch schoolmasters. He visits the ancillary schools and teaches the scholars to draw on their slates. Drawing masters have been sanctioned for Mandla and Sambalpur. The same system will be pursued. As regards instruction in physical science, the scheme sketched in my report on technical education, dated the 3rd March 1888, has been approved by the Chief Commissioner and will be commenced when apparatus is provided. The great difficulty in the way of instruction in drawing is the expense* of materials and the poverty of the scholars, and of course there will be expense in providing apparatus for physical science in middle schools. I have not yet applied to Municipalities for help, as I am making enquiries whether the necessary apparatus can be had at a cheap rate in this country, or whether it will be advisable to import it.

Examinations.

56. College examinations are fixed by the University of Calcutta and need not be here detailed. Departmental examinations are :—

(1.) Lower Primary.
(2.) Upper Primary.
(3.) Primary scholarship.
(4.) Middle school.

* Owing to the kindness of the Manager of the Empress Mills, I am able to supply Indian rubber free of cost. Mr. Geffert also gave me a small supply, but the Empress Mills presented me with a hundredweight or more.

There is also an examination in drawing conducted by the Principal of the Sir J. J. School of Art, Bombay. The subjects of the Primary scholarship and Middle school examinations are given in the Appendix to the Chief Commissioner's Minute, dated 4th April 1888. There are also standards of examination for European schools fixed by the Code. The Normal school examinations for Entrance and for certificates have already been mentioned.

Grants-in-aid.

57. The grant-in-aid system may be considered under the two heads of grants to European schools, and grants to Native schools and colleges. European schools are aided under the Code approved by the Government of India and followed in Bengal, the North-Western Provinces and the Punjab.

There are three sets of rules for grants-in-aid to Native schools and Colleges of the four kinds named below :—

(1.) Anglo vernacular schools and Colleges under recognised Societies and Committees.

(2.) Vernacular schools under recognised Societies.

(3.) Indigenous and other vernacular schools.

(4.) Combined schools supported by District Councils.

(5.) Normal schools.

The grant-in-aid rules for the two first descriptions of schools are those known as the Bengal rules. They are based on expenditure, and modified by results. There are very few vernacular schools receiving fixed grants. Those that receive such grants are all managed by Missionary and other large and influential Societies and some of the vernacular fixed grant schools are for girls. Most vernacular schools under private management are aided on the system of payment by results.

Group 4 called combined schools exist chiefly in Raipur. There the District Council maintain 128 schools, give the masters a certain fixed salary (*vide* letter No. 979 A.—9, dated 29th February 1884, from the Secretary to the Chief Commissioner to the Government of India) and receive aid on the result system. The system is on its trial. A certain proportion (three-fifths) of each grant goes to increase the pay of teachers, three-twentieths are given for school buildings and ¼th or 25 per cent. we deduct. If the system lasts, it will be possible, when the new settlement is finished and the two per cent. educational cess receipts are increased, to debit, as in Madras, only 50 per cent. of the result grant to Provincial Revenues, *vide* No. 441—12 of 28th January 1887, from the Secretary to the Chief Commissioner. Double the standard grants for boys are paid for girls. The result grant system is applied to indigenous schools and to some schools under recognised societies that desire it to be so applied. It is only suited to elementary vernacular schools. The system of examination is still nearly as described in the report written for the Education Commission. No training Colleges have yet been opened under the grant-in-aid rules. There is a great field of usefulness unoccupied. A society, if they only obtained enthusiastic teachers, might influence for good the education of the whole province. It is a matter of surprise that some of the Missionary Societies in these Provinces have not added to their establishments a training course for *bonâ fide* school-masters.

Scholarships.

58. There are seven kinds of School and College and special technical scholarships. The ordinary kinds are Primary, Lower Middle School, High School, Junior College, Senior College, M. A., and girls' school scholarships. Nearly all the above are provided from public funds, primary scholerships being given by District Councils, and the rest, omitting a few girls' school scholarships, being debitable to Provincial Revenues. The special technical scholarships are 15 in number, 5 for Europeans and ten for Natives. The amended rules are attached to the Chief Com-

missioner's minute on technical education. There are also scholarships, the gifts of private donors. The Armstrong scholarship, the rules regarding which appear in a Notification of the 20th April 1887, published in the Central Provinces Gazette of the 30th April Part VI. The Rajah of Khairagarh Jubilee scholarships three in number, and the nine Jubilee and Balram Dass scholarships founded by Ramjodh Kuar Bai of Rajnandgaon. The rules appear in the report for last year. There are also 4 Munna Lal scholarships each tenable for 2 years, 2 being given in each year. The Maharaja of Kheunjhar also gave 1,800 rupees which has been invested in the 4 per cents for scholarships for poor boys at Sambalpur.

The rules for the bestowal of District Council and Provincial scholarships are given in the Notification published by the Chief Commissioner on the 8th October 1884.

Brief remarks on the progress of Education under the system described.

59. In the foregoing paragraphs is set forth, as briefly as may be, the system of education in these Provinces. When it commenced in 1862, there was a plan of State education in the Saugor and Nerbudda territories, imperfect and inferior to that of the North-West Provinces. In the districts of the Nagpur Provinces there was no State education at all. Under the Bhonslas the Nagpur Government gave no support to national education. Public schools were not established, nor were grants given to teachers. Wandering Brahmins and Pandits learned in the shastras received presents occasionally. There were the schools of the Free Church Mission, the nucleus of the present Hislop College and its ancillary schools. In the country, education was chiefly confined to Brahmins Cultivators could rarely sign their names. There were few schools exclusively for Mahomedans, some Moulvis taught Persian gratis. Mullahs and Qazis were uneducated. They were ignorant of Mahomedan law, but were sufficiently acquainted with the common rules and usages to enable them to officiate at marriages. In Sambalpur and its dependencies existed only one school for general education. No native officer could be found sufficiently qualified to visit the various districts of the Chhattisgarh Division, report on the state of education and suggest means for its improvement. More than half of the Central Provinces were without education at all and the remainder possessed an incomplete system. There was not an indigenous school to 50 villages. Several men who had established schools were sepoys discharged from the army of the Rajah on its reduction in 1854-55. One tutor to a young Zamindar was a retired tailor. There were no educated youths anywhere, the majority of official appointments were held by foreigners. Marathi schools and Marathi learning had fallen into disrepute. In Chhattisgarh all classes from the highest to the lowest believed in witchcraft. The change effected by the department of education in 26 years of patient labour has been great. The habits of the people have improved. The despised half starved helot class is disappearing. I mean the class below the village Kotwal, that looked to him indeed as their lord. No one is made afraid. Forced labour (begari) is unknown. Witchcraft murders are less common. The people are better clothed. They have some knowledge of the value of time. Cultivation is less slovenly and is extending. New crops have been introduced in unaccustomed places. An intelligent race of cultivators that can treat on equal terms with village traders and money lenders is being formed. Justice is administered in a language understood by the people. Public offices are filled by men born and educated in these Provinces. They are no longer the happy hunting grounds of the place-hungry needy foreigner. There is a larger and ever increasing number of instructed people, whom local officers can address with the certainty of obtaining an intelligent hearing, when explaining the wishes of the Government and when recommending improvements. The people are again being taught in the humblest village by the working of School Committees, by the establishment of District Councils and Local Boards to manage their own affairs. Such teaching at least has again commenced on a wider basis than formerly. If the remains of tanks and baolis testify to the wise liberality of individuals and of communities under fugitive alien despotisms, may we not expect greater liberality, the repairing of tanks, the planting of trees, the

digging of wells, the establishment of dispensaries, the providing of scholarships, the building of school houses, under Local Self-Government? Though much has been done yet still more remains to do, that will tax the best available talent and character for many years to come. In reviewing the past, the future must not be forgotten. What has been done is merely an encouragement to rectify errors and to proceed not exactly in the same path, but with greater and increasing attention to the technical as well as general education of the various classes engaged in industrial pursuits. We do not want only to rear clerks and anxious candidates for official employment, but an intelligent peasantry, well acquainted with the facts and principles of agriculture, capable artizans fit for the engineering, weaving and mining industries of the future, an enlightened upper middle class, benevolent, liberal and public spirited. Shall we ever reach this goal?

Some of the recommendations of the Royal Commissioners on technical education given in volume I. pages 536-38 of their second report are applicable to these Provinces and may be kept constantly in view. The progress of education may be thus illustrated by statistics:—

Class.	1861-62		1870-71.		1880-81.		1887-88.	
	Institutions.	Scholars.	Institutions.	Scholars.	Institutions.	Scholars.	Institutions.	Scholars.
University Colleges ...	...	...	...	...	2	60	3	134
Secondary.. High English Schools ...	1	271	4	797	5	255	10	568
Secondary.. Middle Schools..	3	775	52	5,961	50	2,263	60	3,803
Primary ... Primary English Schools.	Massed	with M.& H.	Massed	with M.	56	2,547	63	2,790
Primary ... „ Vernacular Schools ...	1,180	16,748	1,746	71,817	1,214	70,280	1,615	95,671
Female ... Secondary English Schools...	...	...	1	139	...	...	5	102
Female ... Primary „ „	...	...	...	...	7	456	7	427
Female ... Primary Vernacular ...	2	29	140	4,582	74	2,919	106	4,634
Special ... Training Schools for Males ...	1	4	7	183	3	177	3	187
Special ... „ „ for Females ...	...	...	...	59	1	20	1	20
Special ... Schools for Carpentary ...	...	...	...	...	15	225	14	247
Special ... Special drawing Schools, not included in the above ...	...	...	...	...	...	...	5	90
Special ... Other special Schools ...	...	...	...	...	10	343	...	...
Total ...	1,187	17,827	1,950	83,538	1,437	79,551	1,892	1,08,673

On the whole, as I have said elsewhere, a fair estimate of the progress made during the last twenty-six years, of the funds available, of the moral and physical obstacles in the way, and of the results achieved in spite of them, not only requires no apology on the score of possible defects, learned only by experience, but invites such credit as is due to steady and successful work.

SECTION II.

Controlling Agencies.

District Councils and Local Boards in the Northern Circle.

60. The President of the Jubbulpore District Council is good enough to submit the annual Report. The Local Boards seem to be improving in their work. The Jubbulpore Local Board has managed to secure an average attendance of 76 per cent in the schools under their charge, the Murwara Local Board 68 per cent, and the Sehora Local Board only 65 per cent. With such an average, improvement is not possible. In other respects the Sehora Local Board members have shown themselves indifferent. They never took the trouble even to send a work statement, such statements were sent by the Murwara and Jubbulpore Local Boards. The Local Board members who visited schools most frequently were Messrs. Bidur Ram, Rikhi Ram and Mahomed Hussain Yar Khan, all of the Murwara Board, and Mr. Thakur Pat Singh of the Jubbulpore Board. Mr. Ganpat, Gaontia of the Jubbulpore Board, did not pay a single visit to any school. I do not think he should remain a member. The District Council commend seven Local Board members, but do not mention that any of the seven gave anything for the support of the schools, the only subscribers Chowdhry Dalchand of Silondi, and Seth Bast Ram of Paharua do not seem to be Local Board members. From Narsinghpur I have a report submitted by the District Council. Schools, scholars, and average attendance have all increased. Most of the District Council schools are said to be provided with gymnastic apparatus The Commissioner Colonel Ricketts thinks that the District Council and Local Boards have done good work. The Deputy Commissioner thinks they might. have visited schools with more regularity, and adds that steps have been taken to put matters on a better footing. The Deputy Commissioner of Hoshangabad is unable to report much active co-operation on the part of the District Council. Only 13 of the 64 schools under their management were inspected by any member. The Hoshangabad Local Board made 83 inspections of 24 schools but left 5 unvisited. The Seoni Local Board paid 34 visits to 15 schools. The Harda and Sohagpur Local Boards did less work than the others, and only visited 4 and 5 schools out of 11 and 9 respectively. The furniture of the schools and their houses are not in Hoshangabad so well looked after as in other districts, and the Deputy Commissioner called the attention of the District Council to the fact. Rs. 799 were raised by private subscriptions for the repair of buildings, and the supply of apparatus. The strictures of last year and the tact and influence of the Deputy Commissioner seem to have done much good.

The Damoh District Council and Local Boards continue to work well. There is generally no delay in the disposal of business. Five members are especially mentioned, and the Commissioner Mr. Neill remarks that the report is distinctly favourable. Progress is maintained. The officials and the official bodies do not neglect inspection and encouragement, and some private individuals, notably Mr. Imdad Ali, have been active and generous. One of the least successful of all District Councils in school management is that of Nimar. Some of the members of the Local Boards have not paid a single visit during the whole year to any school. The present Zila Inspector Mr. Sadasheo Rao is an excellent officer, and will be able, I think, to induce Local Board members to give him active assistance. I am glad to see that at his instance, additional gymnastic apparatus has been provided to District Council schools. Five members are mentioned with praise.

The Saugor District Council and Local Boards continue to take an interest in their educational work. The Local Board members of Khurai, Rehli, Banda, many of whom are also members of the District Council are liberal. There are 38 Non-official members on these boards, and all but nine contributed towards schools. The Saugor Local Board members do not seem very liberal. Rs. 259-8-0 were raised by the board, but the Secretary District Council Mr. Thakur Maharaj Singh and one other gentleman Mr. Har Pershad, are, I believe, the only Members of the Saugor Local Board that contributed. The

balance was given by School Committees. I am glad to say that the District Council have shown greater activity in the construction of school buildings than during the past two years. In Saugor generally schools are popular and well managed.

District Councils of the Southern Circle.

61. The Nagpur District Council and Local Boards have done fairly well, I think, though there was a very slight decrease in the number of scholars, their attendance and fees in District Council schools. There has been less delay in the construction and repair of school houses. The Presidents of the Local Boards at Ramtek and Katole are especially commended. The total number of inspections by Local Board members was 278, in the previous year it was 201. The Katole Local Board did the most work. The District Inspector is a member of the District Council.

The Wardha District Council and Local Boards continue to work well. The scholars of their schools have increased in numbers, fee collections have increased, but the attendance owing to the prevalence of cholera shows a very slight decline. The indigenous schools have not done well. The District Council were very successful in opening indigenous schools, but up to the present time they have given them no aid. There is no doubt, however, that the District Council members and Local Boards have worked vigorously, and are doing what they can to raise subscriptions for the maintenance and improvement of schools. At a meeting held in March, the District Council appointed 19 Sub-Committees to visit the larger towns and villages to raise funds for the maintenance and improvement of schools. The Sub-Committees were to report in June. The members of the Wardha District Council paid 79 visits to 36 schools, leaving 16 unseen. The Local Boards paid 199 visits to 49 schools, and only left three schools unseen. The Arvi Local Board did the most work, then that of Wardha. The District Council have not yet done much for the physical education of the pupils attending their schools, only two indeed are provided with gymnasia.

The Bhandara District Council and Local Boards managed the schools successfully, scholars, attendance and passes by the prescribed standards increased. All the schools but two have good accommodation, the school houses are neatly kept and the school rooms ornamented and well furnished. Most of the school houses have spacious compounds, and efforts are now being made by the District Council to supply schools with gymnastic apparatus. There was a Masters' conference in March, 125 attended, and 200 pupils and 24 School Committee members. The expenditure amounted to Rs. 369, of which Rs. 250 were raised by subscription. Upwards of 2,000 persons are said to have been present at one of the discussions.

The Seoni Local Board has at last succeeded in obtaining a fair attendance in village schools. The percentage was 76, in the previous year it was only 66. Scholars and fee collections increased in both departmental and Local Board schools. There was a Masters' conference, at which the Reverend Mr. Anderson, the Principal of the aided High School presided. The Commissioner of Division thinks the report on the year's work favourable.

The District Council and Local Boards of Chanda seem to have managed schools fairly well. There is an increase of two schools, and the pupils increased from 4,493 to 4,670. Almost all the Local Board members have visited the schools in their circles. There was not much progress in scholarship. The passes by the Upper Primary Standard fell from 301 to 273, and by the Lower Primary Standard they increased from 377 to 393. The Masters of the schools whose boys were not properly prepared, have either been reprimanded by me or fined by the District Council.

The President of the District Council, Betul, was good enough to write the annual Report. The statistics are generally favourable. Numbers, passes, fees, all increased. The subscriptions for the support of indigenous schools increased from Rs. 4,541 to Rs. 5,112, the cost of the buildings presented to these schools

by the Malguzars was taken into account. There is a slight decrease in attendance, due it is said to exceptionally heavy rains, which prevented boys from neighbouring villages attending school. There are 141 villages which having no schools of their own, send scholars to the nearest village school. The work of the District Council and Local Boards in this district has been very valuable. By their exertions a considerable number of indigenous schools were opened, and they are annually increasing in efficiency. The Multai Local Board made 312 inspections, and the Betul Local Board 237 inspections. The inspections during the previous year were 218 and 153 only. There was much greater energy shewn. Several members are especially commended.

The report would be very favourable indeed, had the Deputy Commissioner been able to say that the somewhat large subscriptions were spontaneously given by the people. I think the District Council and Local Boards may be suffered to realize subscriptions, of course without official pressure, in their own way. Great judgment will have to be exercised lest it be supposed that subscriptions are not required. The very reverse is the case, they are wanted, but no official pressure must be used, nor should they be collected by chaprasis but by school masters, School Committees, Local Board and District Council Members. Mr. Ganpat Rao Gokhle who was President of the District Council during the greater part of the year, was very zealous in all educational matters. The report of the President of the District Council Mr. Nobin Chandra Banerji is a very well written clear statement of progress. The Deputy Commissioner says that the Committees are more regular in their school inspections than in any district he has yet seen, that several Members of Local Boards really exert themselves in a praiseworthy way, and that the school-masters are mostly efficient.

The Local Boards of the Balaghat district continue to advance in their work. Their school inspections increased from 173 to 193. Six members are especially commended.

The Chhindwara District Council schools shew improvement in numbers and attendance, the latter, however, is still very bad, being only 65 per cent of the average number enrolled, in the previous year it was 64 per cent. Members of the District Council and Local Boards paid 102 visits to 15 schools. As there are 21 District Council schools, 6 remained unvisited. I do not think this is very good work.

District Councils of the Eastern Circle.

62. The District Council of Raipur have paid more attention to school buildings. They appointed a paid Assistant Secretary in January and he has visited the schools to see their requirements.

In Bilaspur and Sambalpur Mr. Mitchell says the wants of schools were promptly supplied.

The Local Board Members of Sambalpur shew more interest in education than those of the other two districts of this Circle.

School Committees.

63. School Committees continue to do well, and often show much interest in the schools they manage, and they contribute for repairs, books, clocks and furniture.

The School Committees of Hoshangabad are now liberal and regular in their meetings.

In Nimar they are still apathetic. Only seven School Committees met regularly. Five have done no work at all and some are illiberal.

In Sambalpur, Committees hold regular monthly meetings; in Bilaspur, they are fairly attentive and hold regular meetings.

In Nagpur, Chhindwara, Betul, Balaghat, School Committees have held regular meetings, in the last district 11 are specially commended, in the first district they visited on an average each of their schools 35 times during the year!

In Betul they are liberal, in Chhindwara they should secure better attendance.

The Bhandara School Committees seem to be most interested in their work. They send copies of their monthly proceedings to the Tahsildars. Favourable accounts of the work of the School Committees in Chanda have been received.

In Seoni, they are more energetic than formerly. In Wardha all but four, those of Saur, Hamdapur, Sirpur, and Choti Arvi, are favourably reported upon.

Generally School Committees throughout the Central Provinces render the most valuable assistance and many take real pride and interest in their schools.

Tahsildars.

64. The Tahsildars have done their duty in inspecting schools and promoting education. There are only one or two exceptions. The Tahsildar of Chhindwara only saw 8 District Council Schools, and left 5 unvisited. The Naib Tahsildar only visited one school in the whole year. The Tahsildar of Sohagpur, Mr. Mahomed Hussein saw only one school during the ten months he was in charge. He is said to have been in a bad state of health.

The Naib Tahsildar, Mr. Tribeni Lal, did no school inspection.

Mr. Munshi Krishan Kumar, Tahsildar of Hoshangabad, saw few schools, only 5, but he too was ill.

There are very few schools in Mandla. The Tahsildars do not make many inspections but all schools were seen except one in the Mandla Tahsil, the inspection of which was omitted by Mr. Irshad Ali.

Generally speaking there has been for the last three years much improvement in the attention of Tahsildars to schools. In the Southern Circle, I think, that more schools might have been seen by the Tahsildars of Warora, Mul, Hinganghat, Sironcha, Bhandara and Nagpur.

In Nagpur there were several changes. The number of visits paid to schools is not always a correct test of the work done. Sufficient attention may be paid by Tahsildars to all schools and not simply to schools near Head-quarters. On the whole the Tahsildar who has done best is Mr. Dhundiraj Junardhan of Burha. Then follow the Tahsildars of Laknadown, Ramtek, and Katole.

Superior controlling and inspecting staff.

65. There were so many changes during the year, that I am obliged to tabulate the individual work of each inspecting officer and to give the name as well as the office held :—

Name of Officer.	Grade.	Miles travelled.		Days on tour.	Number of inspections.
		Rail.	Road.		
Mr. C. A. R. Browning, M. A., C. I. E.	Inspector-General of Education, Central Provinces.	128	658	103	99
Colonel H. B. Jacob ...	Offg. Inspector-General of Education, Central Provinces.	1,168	...	8	5
Mr. G. Thompson, B. A. ...	Inspector of Schools, Northern Circle.	Was ill,	relieved	in May.	17
Mr. J. Elliott ...	Offg. do. do.	*a* 4,244	*b* 343	83	155
Colonel H. B. Jacob ...	Offg. do. do.	*c* 825	543	79	103
Do. do. ...	Inspector of Schools, Southern Circle.	1,264	253	40	68
Mr. Hari Gopal Padhye, B.A.	Offg. Inspector of Schools, Southern Circle.	499	836	151	190
Mr. J. Elliott ...	Inspector of Schools, Eastern Circle.	...	56	2	2
Mr. A. P. Mitchell ...	Offg. Inspector of Schools, Eastern Circle.	*d* 749	*e* 1,352	152	150
Mr. Hari Gopal Padhye, B.A.	Offg. Inspector of Schools, Eastern Circle.	*f* 146	*g* 390	41	51

a. 3,514 on inspection duty, the rest on account of transfer.
b. 300 on inspection duty.
c. 241 on inspection duty.
d. 19 on inspection duty.
e. 1,311 on inspection duty.
f. None on inspection duty simply on account of transfer.
g. 349 on inspection duty.

The Inspector General of Education.

66. I was not able for two reasons to travel so far, or to see so many schools as I desired. I was on leave for three months and was obliged to return to Head-quarters early in March to be present at the University Examinations. They are admirably conducted by the Reverend J. G. Cooper and his staff, but hitherto I have always thought it advisable that either the Inspector or myself should be present. On tour I am always hampered with office work that I can do better at Head-quarters. So Colonel Jacob continued his inspections until the Middle School Examination. My tour extended through Seoni, Jubbulpore, Mandla, Balaghat, Bhandara, Chanda, part of Wardha and Nagpur. I also visited Chhindwara. In the number of schools seen by me I have not entered inspections of schools at Head-quarters. The miles travelled were simply for school inspection.

Colonel Jacob, Inspector of Schools, Southern Circle.

67. Colonel Jacob was Inspector of European schools until he officiated as Inspector-General of Education. He visited the schools in Central India, and when officiating in the Northern Circle was really most industrious and indefatigable in inspection work. As Inspector of Native schools he travelled for inspection 1,505 miles by rail, 796 by road, was 119 days on tour and made 171 inspections. His brief reports on the state of education in each district, submitted at the close of his tour, were interesting, and I think were generally calculated to do good. His diaries are terse and yet full.

Mr. Hari Gopal Padhye, Officiating Inspector of Schools, Southern Circle and Eastern Circle.

68. Mr. Padhye has done very well. He travelled on inspection 499 miles by rail, 1,185 by road, was 192 days on tour and made 241 inspections. He was thus longer on tour than any other inspecting officer. Colonel Jacob could not of course be so long on tour, as from July to November he officiated for me. Mr. Padhye's diaries are good, but I should like to receive them a little earlier. For instance, the diaries for October and November were not received by me until about the 3rd week in January. I like to take up all the points entered by the Inspector in his diary as soon as possible after his visit to any school, this I am unable to do if there is much delay. I received every assistance from Mr. Hari Gopal Padhye.

Mr. Elliott, Officiating Inspector of Schools, Northern Circle.

69. Mr. Elliott was transferred to Jubbulpore at the end of May. In November he went on leave and returned in February. From July to the end of the year he officiated as Inspector of European schools. He travelled long distances by Railway, but his inspection work during the rainy season was not I think sufficient, nor was it well arranged. In April and May he made 2 inspections. In June he went to Pachmarhi where there is but one Vernacular school, and travelled on to Burhanpur. In September he visited the European schools of Nagpur and Kamthi, and in October went to Khandwa. He never once visited from May to November the important zila schools of Narsinghpur, Gadarwara, Sohagpur, Seoni-Malwa—all on the line of Railway. He passed them all twice in June, twice in September and twice in October. He passed two of them twice in August. He spent less time on tour than any inspecting officer, and devoted less time to the inspection of schools he saw. He was some 7 months in charge of the Northern Circle and was 83 days on tour. If we consider Mr. Elliott's entire work he was in charge of the Circles of Raipur and Jubbulpore for about 9 months and was 85 days on tour, and 3 months on leave. All the districts were not seen by the Inspector, Mandla was left unvisited. The schools* in the Northern part of the district have not been seen by any Circle Inspector for many years. In January I requested Mr. Elliott so to arrange that he might visit Shapura and the schools of the Ramgarh tahsil in the hot weather immediately after the submission of his annual report. He put off his tour in Mandla, giving various reasons; first, there might be a scarcity of water, and perhaps of supplies, then there was the Examination Committee, and finally carriage could not be obtained.

* They are small Vernacular schools.

Mr. Mitchell, Officiating Inspector of Schools, Eastern Circle.

70. Mr. Mitchell was appointed to officiate as Inspector of Schools, Raipur, in August. He was relieved by Mr. Hari Gopal Padhye at the close of February. Mr. Mitchell was thus just 7 months in charge of the Circle. He travelled assiduously, was 152 days on tour and inspected 150 schools. The total number of inspections in the Circle was 203, the number of days on tour 195. In the previous year the number of days, spent on tour, was 146 and the number of inspections 187. Sambalpur was seen twice during the year, as it always should be. It is satisfactory to observe that not only have the number of inspections increased, but the average time given to each inspection was greater than in the previous year. This enables the Inspector to make a more useful and thorough examination. The Certificate Examination of candidates for Uriya schoolmasterships was conducted in a leisurely manner, five full days were occupied in this examination. During the year under report there was less hurry than in the previous year. The Inspectors instead of travelling 1,792 miles in 146 days and remaining some 219 days at head-quarters, travelled for school inspection 1,716 miles in 195 days and were only 170 days at head-quarters. There were, I may mention 3 Inspectors in this Circle during the year, but Mr. Elliott saw only 2 schools in April and May, so that the larger number of school inspections was made by Mr. Mitchell and Mr. Hari Gopal Padhye. Mr. Mitchell's diaries are good and were submitted punctually.

The subordinate inspecting staff.

71. The work statement of the District Inspectors is attached to this report. In the Southern Circle all have done well. The Zila Inspectors of Nagpur, Chanda, Wardha, Bhandara and Seoni perhaps did the best. The District Inspector of Balaghat was too long at head-quarters. Of the younger men, I think, Mr Jageshwar Bapuji of Wardha is the most promising. He really takes the very greatest interest in his work. The District Inspector of Bhandara also has considerable tact and enthusiasm and carries the people with him. In the Northern Circle the District Inspectors have done well. Mr. Govind Rao Bobde, now transferred from Nimar to Chhindwara, was the least successful in his work. Mr. Nago Yado Rao of Narsinghpur was too long at head-quarters. I am hardly satisfied with what I have seen of the work of Mr. Lal Mahomed of Mandla. Mr. Behari Lal of Damoh did well. Mr. Mitchell reports favourably on all the District Inspectors of the Eastern Circle. Mr. Lachman Rao of Sambalpur and Mr. Kedarnath of Raipur were both too long at head-quarters. Mr. Ganpat Lal the Joint Zila Inspector is very energetic. Mr. Ramchandra Bohra, Feudatory Inspector of Kalahandi has not commenced well. Mr. Mitchell speaks well of Mr. Gopal Patnaik the other Feudatory Inspector. The District Inspectors of Schools are, I think, generally amongst the most useful, hard-working and loyal body of officers we have. I do not know a really more devoted body of public servants. During the whole of my stay in the Central Provinces or for the last 26 years, I only remember 6 officers, out of the large number of District Inspectors, who have deserved punishment, and have been punished for serious misbehaviour. They sometimes require a little guidance, but all of those now employed, except perhaps one, are very efficient. I have always received from them the most loyal support and assistance. Punishments, reprimands are almost unknown. District Inspectors are laborious, trustworthy, and capable.

SECTION III.

University Education.

Students of the Central Provinces passed from out-Colleges.

72. There were, as already noted, 12 of our own College students who graduated in Arts, one being a teacher in the Saugor High School, and 23 passed the F. A. Examination. Besides these men educated entirely in the Central Provinces, there were several students educated partly in other

Provinces, who with or without Scholarships joined Colleges in the Bombay Presidency:—

(1). Mr. Damodhar Nilkant Khare, LL. B.

(2). „ Madhav Narayan, LL. B.

(3). „ Krishnaji Kashinath Gokhle, L. M. & S.

(4). „ Dhanjibhai Hormasji Bakshi, L. M. & S., now employed in the Nagpur and Bengal Railway.

(5). „ Jagannath Ganesh Budhe, L. C. E.

(6). „ Shridhar Balwant Gokhle, B. A. This student also passed the University Examination in Jurisprudence.

(7) „ Three other students passed the First Examination in Civil Engineering, one Mr. Krishnaji Hari Date, B. A., being placed alone in the First class.

(8). Mr. Nritya Gopal Bose, M. A. and Mr. Basambar Mitra, M. A. both Professors of the Morris College took their LL. B. degree.

College Statistics.

73. The College statistics may be thus shewn:

Colleges.	Number.	Students.	Average attendance.	Expenditure.							Number passed B. A.	Number passed F. A.
				Provincial.	Municipal.	Fees.	All other sources.	Total.	Cost of educating each pupil.			
									Total cost.	To Government.		
Departmental ...	1	57	46	12,335	...	1,500	3,404	17,239	313	224	5	9
Aided ...	2	77	72	5,640	7,178	1,005	11,507	25,330	305	68	6	13

The only College that receives anything from the Municipality is the Morris College. The Municipality of Jubbulpore give nothing for College education. The fee collections in the aided Colleges are too small, only Rs. 1,005 were collected from 77 pupils. In the departmental College Rs. 1,500 were collected from an average number of 55 pupils. The fee collection in Morris College is particularly small, only Rs. 341 for an average number of 39 students.

The expenditure in the Jubbulpore and Hislop Colleges is rather a matter of calculation, as each College has a High school department, and the estimated expenditure varies with the time spent by the Professors in either department. The whole of the Principal's pay in the departmental College is debited to the College, though he superintends both College and school. The total number of College students increased from 100 to 134, and the average attendance from 86 to 118, the B. A. passes from 10 to 11, but the F. A. passes fell from 26 to 22. These Provinces were not singular in this decrease of F. A. passes.

The Jubbulpore College.

74. There were three changes amongst the Professors, Mr. Ambica Pershada, B. A., Persian Professor and Superintendent of the Boarding House resigned, and was succeeded by Mr. Dwarka Prashad, B. A., a former student. Mr. Gopal Pershad, B. A, an Assistant Professor, who was also an old pupil of the

College died, I regret to say. His place has been filled by Mr. Purshottam Lal, B. A. Mr. Dwarkanath Sarkar officiated as Superintendent of the Normal school, and was succeeded by Mr. Sadasheo Murhar, B. A., Head Master of Umrer. The number of students in the College department increased from 44 to 55, the average attendance from 39 to 46. There is a High school belonging to the College, and under the same Principal. The sum spent on the College is a matter of calculation, and depends on the time devoted by the various Professors to the College and to the High school. The total expenditure on both departments fell from Rs. 25,353 to Rs. 24,961. Of this sum about two-thirds Rs. 16,340 were paid from Provincial revenue. The fees in the College department increased from Rs. 1,090 to Rs. 1,500, in the High school department they increased from Rs. 2,781 to Rs. 3,717. The fees exacted from College students is Rs. 27 per annum. The High school students pay Rs. 18 annually. No free scholars are allowed. The fee collections in the College and school departments now amount to nearly 20 per cent of the entire cost. Ten years ago in 1878 they were only 7 per cent of the entire cost, whilst 14 years ago they were but 4 per cent? The classification has improved, there are 15 students in the 3rd and 4th year classes against 11 of the previous year In the 1st and 2nd year classes there are 42 students. I believe that when the sanctioned Law class is opened the higher classes will increase in numbers. The results of the University Examinations were for the First Arts hardly fair, as only 9 passed out of 21, for B. A. they were good, 5 passed out of 8, two students obtaining honours. We may compare the results with those of similar institutions in the North Western-Provinces:—

Name of College.	Number of Students.	
	Graduated.	Passed F. A.
Muir College	9	8
Agra College	4	17
Canning College	11	8
Benares College	3	11
Jubbulpore College	5	9

Though Muir College graduated 11, yet it sent up about 30 candidates; and in the F. A. it only passed 8 out of some 30. The conduct of the pupils has been good, but at the F. A. Examination one student attempted to copy, was not allowed to proceed and was rusticated. Gymnastics are practised regularly under a competent teacher. Mr. Young acknowledges cordially the assistance he has received from his staff. They have caught his spirit of enthusiastic work and "all have done their best."

Hislop College.

75. The Hislop College did very well. The pupils have increased from 32 to 42 and the average attendance increased from 28 to 39. A special grant was given for buildings. The Free Church were moreover very liberal and the expenditure from Endowments and Subscriptions increased from Rs. 6,950 to Rs. 9,762. The fee collections also increased from Rs. 544 to Rs. 664. As remarked last year, the College and High schools are managed by the same staff of Professors and are under the same Principal, so the particular sum debited to the College department is very much a matter of calculation. The total grant from Provincial Revenues given during the whole year for all the institutions was Rs. 440 per mensem or Rs. 5,280 per annum, which is about one-fourth of the total expenditure.

A good open air gymnasium has been put up and is used by the students The Free Church have, I think, behaved very liberally to the College and High school. All the University Examinations for degree, F. A, and Entrance were conducted by the Reverend J. G. Cooper and his colleagues. The examinations were excellently conducted and the improvement in discipline and honesty noted last year still continues. Every thing was so well conducted, the students were so disciplined that it was a pleasure to attend the examination. I shortened my

tour in order to attend and to allow the Inspector longer time to travel. Next year the examinations will, I believe, be held in February.

The Morris College.

76. Students increased from 21 to 35, average attendance from 19 to 33, B. A. passes fell from 4 to 2 and F. A. passes from 7 to 5. The fees decreased from Rs. 387 to 341. As the average number enrolled was 39 the fee incidence was but Rs. 9 per head, for the whole year, or about 12 annas a month. This sum is, I think, too small. A fee of less than 1*s.* 6*d.* a month for a College education is, I think, a little ridiculous. The Municipalities were liberal and increased their donations from Rs. 6,300 to Rs. 7,178. The grant from Provincial Revenue was only Rs. 1,872, or about one-sixth of the total cost of the College. I have already mentioned that the Principal and one of the Professors graduated this year in Law.

SECTION IV.

School Education General.

A.—Secondary schools.

The statistics of secondary schools.

77. The following statement compares the statistics of secondary schools for the past two years :—

Secondary schools.	1886-87.		Passed Entrance or Middle school examination.	1887-88.		Passed Entrance or Middle school examination.
	Schools.	Pupils.		Schools.	Pupils.	
HIGH SCHOOLS.						
Departmental ...	3	226	47	4	265	42
Aided ...	5	253	74	5	262	43
Unaided ...	1	22	3	1	41	3
Total ...	9	501	124	10	568	88
MIDDLE ENGLISH.						
Departmental ...	34	2,461	246	34	2,570	268
District Council ...	2	89	5	2	88	...
Aided ...	18	997	139	19	1,019	138
Feudatory ...	1	8	...	...	...	...
Unaided ...	3	58	...	5	126	30
Total ...	58	3,613	390	60	3,803	436
Grand Total ...	67	4,114	514	70	4,371	524

17 private students passed the Middle school examination.

Pupils, fees, average attendance, Middle school passes, have all increased. The Feudatory school has not been discontinued, but has been shown as a Primary school, though it passed one scholar at the Middle school examination. The statistics are favourable in all respects, except as regards the Matriculation passes, and the great number of failures in matriculation arose rather from the raising of the standard, I think, than from any defects in the teaching of our schools or in the capacity of our pupils. Our passes may be thus compared with those of the best schools in the North-Western Provinces :—

Jubbulpore Collegiate school ...	... 32
Canning College, Lucknow ...	... 28
Benares Collegiate school ...	... 25
Agra do. do. ...	... 25
Nagpur City Aided ...	... 23
Hislop Collegiate school ...	... 18
Bareilly High school ...	... 18

No High schools in the North-Western Provinces did so well as Jubbulpore.

The Jubbulpore High school.

78. The comparative statistics are as follows:—

Years.	Number.	Average enrolled.	Average attendance.	Percentage.	Expenditure.			Passes.
					Provincial.	Fees.	Total.	
1886-87 ...	158	165	143	87	8,150	2,781	10,931	38
1887-88 ...	188	207	174	84	4,005	3,717	7,722	32

The returns are very favourable. The large decrease in expenditure is apparent rather than real. It was accompanied by an increase in the expenditure of the College department. There are now 103 students in the preparatory class and 85 in the entrance.

The examination results are, I think, as good as in the previous year. There were slightly fewer passes, but undoubtedly the Matriculation test was severer than in the previous year.

There is a boarding house belonging to the College. The conduct of the students was good except that at the Matriculation examination, 3 students attempted to copy and were punished by being sent down for a year. They are not to be allowed to present themselves at the next University Examination.

The Saugor High School.

79. Numbers have increased rather beyond the teaching power. Accordingly to relieve the pressure on the English department 4th Vernacular classes were opened at the close of the year for those boys who wished to continue their studies, and yet did not desire to learn English.

The statistics are as follows:—

Department.	Number enrolled.		Average attendance.		Fees.		Passed by prescribed Examinations.	
	1887.	1888.	1887.	1888.	1887.	1888.	1887.	1888.
High school ..	51	44	48	47	695	651	7	6
Middle school ...	318	308	237	222	1,071	1,026	31	42
Upper primary ...	168	110	145	141	546	550	100	75
Lower primary ..	529	550	469	439	525	479	180	110
Total ...	1,066	1,012	899	849	2,837	2,706	318	233

The only satisfactory feature in the above returns is the increased number of passes in the Middle School Examination. The decreased Matriculation, Upper Primary and Lower Primary passes are to be regretted. There is a Drawing Master appointed to this school. Some 45 candidates were examined by the Sir Jamsethji Jijibhoy school of Art, only one obtained a certificate. Geometrical drawing seems to have been badly taught. Colonel Jacob does not report favourably on the drill and gymnastic exercises of the scholars. They

seem to have been loosely taught. The school was not examined during the rains by the Inspector, Mr. Elliott, as it should have been. The present Head Master did well when in charge of the Middle school. He has to show that he can manage a High school.

The Sambalpur High school.

80. The statistics of this school are as follows :—

Department.	Number enrolled.		Average attendance.		Fees.		Passed by prescribed Examinations.	
	1887.	1888.	1887.	1888.	1887.	1888.	1887.	1888.
High school ..	17	16	15	14	205	208	2	4
Middle school ...	83	106	82	77	315	423	10	9
Upper Primary ..	50	46	48	37	159	236	50	53
Lower Primary ..	274	263	197	180	103	115	50	57

The increased number of examination passes shows that the teaching has been good. The new Victoria school and the Boarding house were opened during the year. The accommodation is now sufficient. The numbers and average attendance both slightly decreased, on account of an out-break of cholera. The increase in the fee collections is very satisfactory. The school was twice seen by the Inspector. The discipline is good. The boys are excellent gymnasts. The branch schools are, Mr. Mitchell says, in very good order.

The Raipur High school.

81. This school has not yet sent up any student for the Entrance Examination. I repent that I selected Mr. Vishnu G. Deodhar, B. A., as Head Master. He practically resigned and went off to take up a clerkship before his work as Head Master could be tested by the Calcutta University. In the High school department there are 17 pupils, and in the Middle school department 132. The scholars in both departments increased from 91 to 149, and the fees from Rs. 417 to Rs. 791. The Middle School Examination passes increased from 14 to 15. The Upper Primary department contained 102 scholars. There was an average daily attendance of 91, the fees decreased from Rs. 490 to Rs. 458 and the Upper Primary passes fell from 57 to 54. 25 of the scholars have commenced to learn drawing. They were taught by the Normal school Drawing Master. The branch schools are said by the Inspector to be doing well. Scholars have increased from 581 to 587, average attendance from 412 to 480. But fee collections slightly decreased from Rs. 455 to Rs. 433, and Lower Primary passes fell from 98 to 91.

The Jubbulpore Aided High school.

82. This school and its ancillary schools are now under the management of the Reverend C. Latham. The statistics are :—

Department.	Enrolled.		Average attendance.		Fees.		Passed by prescribed Examinations.	
	1887.	1888.	1887.	1888.	1887.	1888.	1887.	1888.
High ...	25	28	22	22	118	95	6	1
Middle ...	111	125	84	79	196	193	12	10
Upper Primary ...	83	91	66	66	82	72	45	34
Lower do. ...	645	607	519	508	495	481	95	61

The numbers and average attendance remain very much as in the previous year. But in examination passes there has been a decline. The Matriculation results are especially unfavourable. The decrease in the Upper and Lower Primary passes is very much to be regretted. The Head Master was changed during the year. Besides this main school and its branches there is also another school in the Sadr Bazar under the management of the Mission. It contains with its ancillaries 203 pupils and has an average attendance of 134. The fee collections fell from Rs. 1,199 to Rs. 1,165. The middle school passes increased from one to three, but the upper and lower primary passes both decreased. The total monthly grant given to all the Anglican Church Mission boys' school is Rs. 386.

83. I have already reported on the College department. I here give the statistics of all the departments :—

Free Church Institution.

Department.	Numbers.		Average attendance.		Fees.		Passes by prescribed examinations.	
	1887.	1888.	1887.	1888.	1887.	1888.	1887.	1888.
					Rs.	Rs.		
College ...	32	42	28	39	544	664	10	13
High School ...	114	92	98	79	1,039	653	31	18
Middle School ...	85	85	82	59	470	286	28	16
Upper Primary ...	36	43	142	147	315	314	28	31
Lower Primary ...	156	151					23	30

The College has made good progress but the school departments languish. Colonel Jacob examined the school in August. He said that the high school was doing well, but that the middle and primary departments were not in a satisfactory state. I hope that next year I may be able to report progress in each department. In the above statistics I have included the Aitwari School.

84. The statistics of this school are favourable. The increase in fee collections is especially satisfactory.

City Aided School, Nagpur.

Department.	Numbers.		Average attendance.		Fees.		Passes.	
	1887.	1888.	1887.	1888.	1887.	1888.	1887.	1888.
					Rs.	Rs.		
High School ...	89	120	87	118	344	754	12	23
Middle School ...	184	181	173	178	390	670	43	46
Upper Primary ...	86	103	81	84	96	327	52	56
Lower Primary ...	362	343	282	273	305	400	57	60

All the schools have evidently been managed very well. The passes in all examinations increased considerably. The fee collections nearly doubled. Colonel Jacob examined the school in July and found it in good order, as indeed the above figures testify. The boys of the school use the Normal school gymnastic apparatus. The Master and School Committee have worked very well to secure such good results.

85. This is the only other high school which we usually consider separately. It is managed by the Reverend G. Anderson. The statistics are :—

The Seoni Mission School.

Department.	Numbers.		Average attendance.		Fees.		Passes.	
	1887.	1888.	1887.	1888.	1887.	1888.	1887.	1888.
					Rs.	Rs.		
High School ...	16	16	13	13	61	76	2	...
Middle School ...	34	35	29	27	51	52	5	4
Upper Primary ...	23	29	20	31	16	18	2	10
Lower Primary ...	155	161	92	86	64	56	26	9

The scholars, attendance, and fees all show a slight increase. The passes were not good. The failure in the lower primary department was lamentable. Mr. Hari Gopal Padhye examined the school. Arithmetic and spelling were the weak points of the primary departments.

86. In the returns prescribed by the Government of India those for high and middle schools are massed. We have considered high schools separately. It remains to consider the statistics of middle schools. Schools increased from 58 to 60 by the addition of two unaided middle schools, scholars from 3,613 to 3,803, and passes from 390 to 406. The schools generally are doing well. All the departmental middle schools except one have good school houses, and excellent gymnasia. The boys are well drilled and well taught. The District Council middle schools are those of Ashti and Katole. They have not done well. They are unfortunate in their head masters. The best of the schools in the Southern Circle are those of Bhandara, Wardha, Chanda, and Ramtek. Burha is a small but excellently taught school, and Arvi has been well taught. The worst of all the schools is that of Kamthi. This is partly caused by the multiplicity of languages spoken by the boys; partly, I think, by the apathy of some of the assistant teachers. In the Northern Circle the departmental schools that did the best in the Middle school examination were, excluding the Saugor school middle department, the Narsinghpur, Damoh, Harda and Khandwa schools. Burhanpur did badly. Seoni (Malwa), Gadarwara and Sohagpur did well. Of the aided middle schools by far the best is the Hitcarini School, Jubbulpore. Mandla also did well, as did the unaided school maintained by Seth Gokuldas, Rai Bahadur. The middle department of the High School, Raipur, did well, as also did Sambalpur. I may mention that drawing has been very successfully commenced at Hinganghat. All the branch school pupils learn, and selected pupils of the main school. Many of the teachers also learn. When the branch school teachers have passed the 1st grade Art examination, they will take the drawing of the lower primary classes into their own hands. The drawing master whose pay has lately been increased from 20 to 25 rupees per mensem will thus be able to devote himself to the instruction of the more advanced pupils and merely to supervise the drawing of the lower primary classes.

Middle Schools.

SECTION IV.—B.

Primary Schools.

87. Some decrease has taken place during the year in schools under private management, chiefly in unaided indigenous schools. But scholars in all schools have increased from 97,015 to 98,461, and the examination results have been good. The average attendance also improved from 67,035 to 67,482. The charges to Provincial Revenues increased. This increase was to be expected, it occurred chiefly in District Council schools. Before the year under report contributions from Provincial Revenues fixed by Circular letter No. 2452-103 of 30th June 1885, were with-held until the District Councils should have exhausted their general balances. But under Resolution No. 5535 A—258 of the 4th November last, it was resolved to pay educational contributions to District Councils for the current year. The total sanctioned contributions are Rs. 49,960. The increase in expenditure is of course much less than this. The comparative statistics may be thus shown :—

Primary education.

	1887.										1888.									
	Number of schools.	Number of scholars.	Average attendance.	Provincial.	Cess.	Fees.	Subscriptions and other sources.	Total.	Total cost.	Cost to Government.	Number of schools.	Number of scholars.	Average attendance	Provincial.	Cess.	Fees.	Subscriptions and other sources.	Total.	Total cost.	Cost to Government.
Under Public Management.				Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.				Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.
Departmental ...	192	14,032	10,661	33,097	1,429	12,540	27,685	74,751	5 5 9	2 5 11	19[illegible]	13,859	10,610	31,997	960	13,670	26,377	73,004	5 4 2	[illegible]2 4 11
District Council ...	740	50,879	34,422	11,926	1,46,715	8,892	3,901	1,71,434	3 6 11	0 3 10	739	51,419	34,848	26,258	1,29,063	11,048	3,998	1,70,367	3 6 2	0 8 4
Feudatory ...	68	4,101	2,654	...	...	119	8,955	9,074	2 12 3	...	90	5,455	3,786	...	...	237	13,542	13,779	2 8 6	...
Under Private Management																				
Aided .	583	24,692	17,033	33,474	...	7,159	24,009	64,642	2 9 6	1 5 5	571	24,764	16,306	36,564	...	7,512	26,592	70,668	2 14 4	1 8 0
Unaided ...	100	3,311	2,265	...	...	403	5,235	5,638	1 10 7	..	86	2,963	1,932	...	..	432	3,091	3,523	1 3 11	..
Total ...	1,683	97,015	67,035	78,497	1,48,144	29,113	69,785	3,25,539	3 6 7	0 13 2	1,678	98,461	67,482	94,819	1,30,023	32,899	73,600	3,31,341	3 6 9	0 15 8

The expenditure increased by Rs. 5,802, nearly the whole increase is due to expenditure on feudatory and aided schools. There is a decrease in Departmental and District Council primary school expenditure. It is not necessary after the account of our present system of education, that I was requested to insert in this report, to say much regarding these primary schools. They are generally good and popular, the boys are well trained, and the discipline is good. The curricula will become more and more popular as attention is paid to object lessons, drawing, agriculture and gymnastics. In my account of the moral training given in our schools I stated at length what had been done for the physical education of the boys by drill, gymnastics and wrestling.

The schools are generally well housed, there are libraries, maps and the usual school furniture. In their sanitary aspects the schools are generally good. A few schools are crowded but as time progresses and additional school houses are built or enlarged this defect will disappear.

Upper primary certificates are much prized. Mr. Hari Gopal Padhye who has rejoined the department after employment in the commission says:—

"Recalling to mind what I saw some years ago and comparing it with what I have seen recently, I find that Education has made much progress; almost all schools I inspected have been provided with suitable buildings, sufficient school furniture has been supplied to most of them, considerable improvement is observable in the mode of teaching; most of the school masters are certificate-holders; an uncertificated master is an exception; promotions from class to class are made with fair regularity; those subjects which constitute primary education have been fairly well taught, the teaching of mental arithmetic to all the classes in primary schools from the lowest to the highest or 4th class has added to the popularity of the schools; pen-manship has greatly improved and several specimens of Balbodh hand-writing which I saw lately, would do credit to well paid copyists at vernacular presses; geography has received a fair amount of attention. Grammar, however, is not so intelligently taught as it should be and explanation requires greater attention; most of the rural schools I saw contain a 4th class. Schools having 3 classes only can be counted on the fingers. In several schools a 5th class has been formed; surveying is taught to the boys of that class and the sanitary primer to those of the 4th. As a rule considerable attention has been paid to physical education. Drill is taught in almost all schools under public management and even in several primary schools under private management, boys have learnt as far as extension motions and in some schools they have advanced beyond that chapter. In several schools the scholars wear uniforms. A number of primary schools in Betul, Seoni, and Bhandara have been provided with gymnastic apparatus and boys learn gymnastics. Attention is paid to cleanliness and boys look generally clean and orderly and are tidily dressed. Wooden boards with sand are scarcely to be seen except in the lowest class of a few schools in Bhandara. Order and discipline are maintained with vigour and boys seem accustomed to submit. I observe an intense desire in school boys to secure upper primary certificates. A taste for education has undoubtedly been created in the urban population and in a considerable proportion of the rural population of the province. A great deal has been done and a good deal remains to be done in the way of effecting improvements in our schools."

Primary Scholarship examination.

88. The results of the examinations continue generally to improve. The number of candidates increased from 507 to 609, the passes from 164 to 212, and the number of scholarships bestowed was 76. But though the results are generally favourable, they were not equally so in all districts. In Saugor and Mandla there were too many failures in languages and arithmetic. In Bilaspur the results were miserable and the Zila Inspector took no part in the examination as he should have done, In Nagpur there was a great decrease in the number of candidates, and the reports for this district and Bhandara were delayed. Omitting the districts of Balaghat, Mandla, and Bilaspur the results are fairly good. Bhandara and Nagpur passed more pupils than any other districts in the Southern circle.

SECTION V.

School Education—Special.

Training schools for teachers.

89. During the year the staff of drawing masters was completed. All the Normal school students are now taught to draw, and they, as they are qualified, will teach the subject in primary schools. Each Normal school drawing master also teaches drawing to scholars of other schools and to persons not attending school, who desire to learn. No fee is charged. These unattached students and students of schools under private management learning drawing are considered to form separate drawing schools. In Jubbulpore at the recent examination by the Principal Sir Jamsetji School of Art 40 students were examined of whom 23 belonged to the Normal school. Six obtained certificates. In geometrical drawing the results were excellent, there were only 9 failures, and 5 obtained prizes for excellence. In model and free-hand drawing the results were not so good, there were 26 failures in the one and 20 in the other. As this is the first time the school has sent up pupils for examination, the results may perhaps be considered as fair. In Nagpur there were 36 students of whom 18 belonged to the Normal school, presented for examination. 12 obtained 1st grade certificates. In free hand-drawing 23 passed and 13 failed, one was "excellent" and 3 were classed as "good". In model drawing only 8 failed, thus 28 passed, one was excellent and 5 were classed as "good." In geometrical drawing 12 failed, 24 passed, 2 were excellent and 7 were good. The Nagpur drawing school also presented 5 students for the 2nd grade certificate in all subjects except perspective. One passed. In practical geometry all five passed, one obtained a prize being classed as "excellent". In model drawing 3 out of 5 passed and in free hand drawing 2 passed both being good. Three of the students after passing the 1st grade had only been under instruction for some two months. They are still continuing their studies and will pass next year. From the Raipur drawing school there were 40 candidates of whom 27 belonged to the Normal school. The school failed badly in all subjects except geometrical drawing. In this subject 20 students passed. The drawing master is from the Madras school of Art. He is therefore less acquainted with the Bombay school of Art requirements than the other drawing masters, all of whom were instructed in Bombay. The scholars at Raipur had not received a year's instruction when they were presented for examination. On the whole the results for Nagpur are "good," for Jubbulpore "fair," and for Raipur except in geometrical drawing "bad." The Saugor and Hinganghat drawing schools have been considered elsewhere. Three of the Jubbulpore Normal school teachers passed an examination in book-keeping according to the native and Marwari methods. This subject will in future be taught to selected Normal school students and will be introduced in selected primary schools. The introduction of drawing has increased the expenditure in Normal schools, as the following statistics show:—

	Circle.	Number of students at the close of the year.		Students certificated or promoted.		Average daily attendance.		Total cost.		Cost of each pupil.			
		1887	1888	1887	1888	1887	1888	1887	1888	1887	1888		
									Rs.	Rs.	Rs.	a.	p.
For men.	Nagpur ...	30	33	28	27	28	29	5,205	5,380	192	179	5	4
	Jubbulpore ...	104	94	90	36	96	91	11,472	11,738	112	117	6	0
	Raipur ..	50	50	33	39	37	42	3,937	4,872	86	101	8	0
	Sambalpur ..	10	10	10	10	9	10	968	769	97	69	14	6
	Total ...	194	187	161	112	170	172	21,582	22,759	115	120	6	8
For women.	Jubbulpore ...	27	20	8	5	24	21	5,257	5,412	188	216	7	8
	Total ...	221	207	169	117	194	193	26,839	28,171	125	131	10	3

90. Each Normal School has attached to it a practising school, a boarding house, a gymnasium and a drawing class. To two of the Normal schools, carpentry teachers are added.

Normal school ancillaries.

91. All the Normal schools with their ancillaries have shown good results except the Jubbulpore Normal school. The pupils failed at the certificate examination of October. I attribute the failure partly to the change of teachers, partly to the fact that all the examiners were new men, not one of the examiners of 1886 was an examiner in 1887 except Mr. Kripa Shankar. I think too that the standard was raised and that two of the papers were not suitable. I re-examined the village class in December, in dictation, writing and arithmetic. I gave for dictation 16 lines of print taken from a book not read in school. There was only one failure in spelling and one in hand-writing out of 45 examined. Their hand-writing was generally excellent. In the Annual examination 37 out of 52 were said to have failed in these subjects! In arithmetic I rejected 12 out of 45. This is too large a number. But my re-examination of the village class relieved me of much anxiety and showed either that the annual examination was too severe or that the scholars had made good progress in the time that had elapsed since their last examination. Mr. Thompson will be out again in October and his long experience and patience will enable him to test exactly the Normal school scholars, so that we may have no more failures. It is to our Normal schools that we must look for good primary teachers and any failure in Normal schools cannot be allowed. Mr. Elliott recently pointed out several instances of neglect on the part of the Practising school Master, and I have asked for his explanation. Financially the carpentry class at Jubbulpore is doing well. The actual skill of the students will be tested at the next certificate examination according to the standards fixed by Colonel Jacob, which are suitable but too technical to give here. Mr. Mitchell tle Superintendent of the Normal school concludes his report by saying that "in spite of the unfavourable result of the certificate examination a large quantity of work has been done by the staff and the pupils have received sound training." The decrease in the number of students under training is owing to the proposed transfer of 5 studentships to Raipur for Balaghat and to the dismissal of some husbands of ladies under training in the Normal school, who had either made insufficient progress or who had completed their course. The men, the husbands of the women under training, are difficult to manage. They think they are necessary. The conduct of the pupils has not in some instances been good. Several were dismissed, others did not return after holidays. They will be required to pay the usual penalty.

The Jubbulpore Normal school.

92. This is a very well managed institution. The results of the annual certificate examination were favourable, 26 out of 29 ordinary students and one out of 2 industrial students passed. Nine obtained the higher grade or town school master's certificate, and 17 certificates as village school masters. There were at the close of the year nine students training for industrial or carpentry masterships. Every carpenter teacher is required to obtain a village school master's certificate. Besides the industrial student who obtained a certificate, two were examined in drawing plans of school furniture and agricultural implements and passed. Two students have been sent out to Lamtek and Chhindwara. The carpentry course lasts for four years in this as in other schools and the carpentry master receives a bonus of 3 rupees from the profits of the workshop for every student he passes. The school is worked at a profit. The boarding house is well managed but the building occupied is not suitable. The Manager of the boarding house is the 1st Assistant of the Normal school, Mr. Waman Krishna Hardikar. A new boarding house is very urgently wanted. The boarders opened in 1886 a reading room, it is supported by subscriptions amongst the students. They hold weekly meetings on Saturdays from 7—9 P. M, an essay is read on some subject selected previously and then discussions take place. Mr. Dole the Superintendent hopes that these meetings will tend to correct faulty "pronunciation and induce that correctness, fluency and impressiveness of speech, so essential to a school master." There is a gymnastic teacher. All the Normal school students are required to learn drill and practice gymnastics. They attend gymnasium daily

The Nagpur Normal school.

from 5 to 6 P. M. except on Sundays and holidays. Carpentry students are excused for obvious reasons. The gymnastic teacher drills the students on alternate days. Classes meet every night from 7—9 P. M. except on Sundays and holidays and in the hot weather. The Assistant masters superintend the night classes. The Head master speaks well of the assistance he has received from his subordinates. The discipline has been good.

The Raipur Normal School.

93. The Raipur Normal school has done well, 37 out of 39 pupils examined, passed. Drawing has been introduced. The results in geometrical drawing were good, but not in the other subjects as already noted. Drill and gymnastics are compulsory .The students use the High school gymnasium, but I have applied for sanction for gymnastic apparatus to be placed on the ground near the boarding house. The students will have greater opportunities for practice. The boarding house was repaired during the year and a cook-room provided. The evening class is held from 6—8 P. M., it is supervised by the Assistant masters. The master of the practising school seems to be popular. The conduct of all the adult pupils except five has been good. If suitable clay can be found, modelling in clay will be taught to selected pupils. The drawing master has had a good deal of practice in modelling.

The Female Normal School.

94. The Lady Superintendent is Miss Ross, who was appointed in May last. The Inspector says he feels confident that the "institution will thrive" under her management. At the commencement of the year there were 27 students : 4 obtained certificates, 2 died, 11 were struck off the rolls, chiefly for incapacity. Ten new scholars were admitted during the year. There are thus 20 students under training. Five certificated Mistresses obtained employment, two having passed in 1886. They were sent to girls' schools in the Narsinghpur, Saugor and Jubbulpore districts. Two Mistresses are ready for employment. The Mistress sent to * Barhá is the wife of a constable. She gained her certificate after little more than a year's training and is doing well, she has 50 scholars in her school. One of the certificated teachers now at Saugor desires to study medicine at Agra. The certificate examination was conducted by Colonel Jacob assisted by Native gentlemen not connected with the management of the school. Nine were examined, one being the daughter of the Assistant Mistress, and 5 passed, 3 in the 3rd grade and 2 in the 2nd. In the senior division there are now 6 students, of whom 2 already have certificates. Three of the remaining pupils promise well. There are 4 widows in the school, one student is unmarried, and 15 are married. The husbands of 13 attend the Male Normal School. Six of the Mistresses are Brahmins, 3 are Mahomedans, and the others are of various castes, one is a Christian. The unmarried pupil is a Mussalmänin, One of the best pupils in the junior division of the school is the wife of a man under training as a carpenter teacher. The needle work of the women is said to have improved. In the practising school are 25 children. More, cannot be expected, as the school is remote from the city. There are more children in the practising school now than there have been for the past two years. In the cold weather some children come from the city.

The scholars sing and are exercised in a manner suitable to their age. Mrs. Neill was good enough to visit the school during the year. It was inspected by me in December, and instructions were given to the Pandit, who appeared rather wanting in energy.

Industrial schools.

95. Excluding the drawing schools there are 14 carpentry schools with 247 students. There is thus a very slight increase in the number of pupils. All the schools, excluding the pay of the teacher, are self-supporting. The best of the schools that I saw this year is at *Burha*. There the boys are really making good progress. Some have learnt to make cane chairs and stools. The Chanda school of carpentry is a failure and is to be removed to Seoni (Chhappara) so soon as a shed can be built. The reports that I have received give very little information about these schools, controlling officers seem to take but languid interest in their welfare

*Narsinghpur.

and are apt to find fault rather than to suggest means for their improvement and for the encouragement of the pupils. The carpenter masters at Ramtek and Chhindwara can draw and so teach drawing as well as carpentry. The Chàndà master too teaches drawing now that the carpentry class there has failed. I do not despair of these schools; I think that in time and under careful supervision they will be successful.

Drawing schools for unattached pupils.

96. In all our drawing schools masters and others not students attend. These men and some students from aided and unaided schools are considered to form separate drawing classes. The ordinary students learning drawing are shown in the school returns. These 90 unattached drawing students will probably increase in number next year as evening drawing classes are about to be opened in Jubbulpore, especially for artisans. I think too at Saugor the scholars of the evening schools there might many of them wish to learn drawing. Three unattached students recently appeared for the 2nd grade Art certificate. Their preliminary drawings were approved. Next year I think they will pass.

SECTION VI.

Female Education.

The education of girls.

97. I give in Appendix A. the comparative statistics of the education of girls in the Central Provinces. Schools decreased from 120 to 118, scholars from 5,260 to 5,163. The average attendance fell from 3,396 to 3,394. The decrease occurred in unaided girls' schools. There has been improvement in scholarship. The upper primary passes increased from 123 to 169, and the lower primary from 356 to 358. We have some very good schools, but generally speaking the people do not care to have their daughters educated. It might be possible to persuade very little girls to attend the lowest classes in boys' schools, but as they grew older, so soon indeed as they could take part in their household avocations, could carry water from the well, or take care of their younger brothers and sisters, they would cease to attend. I do not anticipate much advance in real education from the admission of girls to boys' schools. Any movement in that direction must come from the people themselves. There has been increased expenditure in girls' schools. The total expenditure increased from Rs. 47,230 to Rs. 53,396; the expenditure from Provincial revenues increased from Rs. 17,780 to Rs. 19,466. The increase was entirely in aided schools, and as most of these schools are aided on the result system, it indicates greater efficiency. In departmental schools there was a decrease of provincial expenditure from Rs. 6,346 to Rs. 6,037. There are two Zenana Missions at work, one in Jubbulpore and the other in Nagpur.

The Jubbulpore Zenana Mission.

98. The Lady Superintendent Miss Branch reports that her work is divided. There is Zenana work and school work; for the former a grant of Rs. 100 per mensem is given. There are 161 Zenana pupils and the average attendance is 118. The cost of each pupil to Government is 6 rupees a year, and to the Zenana Mission Rs. 30. There is also a Bengali Zenana School in which there are 44 pupils: 14 of them learn English. The highest class read the 2nd Royal Reader in English and Charupath No. 3 in Bengali. They write Bengali and English from dictation, learn geography and arithmetic, Bengali grammar and poetry. They are also taught plain and fancy needle work. All the children in this school are of good caste, 25 are Brahmanins. Each child pays a fee varying from 2 to 8 annas a month. Of the Zenana pupils 35 live in Garha and 126 in Jubbulpore, 20 are Bengalis, 46 Mahomedans and the rest Hindus. The Bengalis learn Bengali and English, the Mahomedans Urdu and the rest learn Hindi. Two Hindoo ladies learn English. The highest Hindi class read the 4th book, the highest English class the 3rd Royal Reader. All learn house-hold accounts, to make children's clothes, to knit stockings and

work caps and slippers. Most of them except a few Mahomedans learn arithmetic, grammar and geography. Some are very clever and learn to read and write quickly. A few of the richer ladies pay a small fee. The visits of the ladies of the Zenana Mission are anticipated with pleasure.

Work in schools is the second division of the labour of the Zenana ladies. There are 6 schools, containing 202 girls; one of the schools is especially for Mahomedans and has 30 pupils. All the schools have 3 classes, the attainments of the 3rd class girls being about equal to those of girls in the same class in Government schools. Besides reading, writing, arithmetic and geography the children are taught to cut out and make children's clothes and some learn to knit socks. The Government grant to all the schools is small, 30 rupees per mensem. Miss Branch makes good use of her very limited means. All the schools have improved during the year.

The Nagpur Zenana Mission.

99. A full report of this mission and of the schools is published annually by the Free Church of Scotland. No grant is given to the Zenana work of the mission. The schools either receive fixed grants or are aided by results. Miss Miller now has charge of the Zenana work, and visits 23 houses. There are 28 pupils under instruction, 12 being Brahmanins. They all read Marathi and one pupil English. In the 4 schools, including the orphanage, are some 239 children. Three of the schools are result-aided, and one, the orphanage, receives a grant of 25 rupees per mensem. 31 of the children learn English. Colonel Jacob saw all the schools during the year. His report is favourable.

Elles Girls' school, Kamptee.

100. This school receives a fixed grant of 34 rupees per mensem. There were at the close of March 58 scholars. The Inspector reports favourably on the school and praises the needle work, for which there is a separate mistress. Marathi and Telugu are taught.

SECTION VII. A.

EUROPEANS AND EURASIANS.

Schools for Europeans and Eurasians.

101. The statistics of the schools are as follows:—

Name of School.	No. of boys.	No. of girls.	Total.	Average number on roll.	Average daily attendance.	Matriculated.	Middle school.	Upper Primary.	Lower Primary.	Monthly grant last year.	Monthly grant present year.
										Rs.	Rs.
St. Francis DeSales High and Middle...	199	...	199	181	154	3	4	17	11	320	334
Bishop's school, Nagpur ...	55	39	94	67	55	...	...	4	6	118	140
St. Aloysius school, Jubbulpore ...	98	...	98	93	82	...	...	7	8	130	180
Convent school, Kamptee ...	10	116	126	128	88	...	1	6	5	226	206
Orphanage school do. ...	20	19	39	30	29	...	...	2	1	50	50
Convent school, Nagpur ...	33	53	86	80	64	...	...	4	4	123	105
Do. do. Jubbulpore ...	...	140	140	152	123	...	1	10	17	239	259
Christ Church Girls' school, Jubbulpore	8	48	56	55	42	...	...	1	6	116	92
Do. do. Boys' school, Jubbulpore..	40	...	40	45	36	...	2	5	2	98	105
Railway school, Khandwa ...	16	18	34	40	27	...	...	...	...	...	50
Do. do. Harda ...	11	14	25	24	18	...	...	...	...	...	30
Total ...	490	447	937	895	718	3	8	56	60	1,420	1,551

The total number of scholars increased from 900 to 937, the average attendance from 684 to 718, and the fee collections from Rs. 7,629 to Rs. 9,047. Two additional schools, one at Khandwa and the other at Harda, were admitted to aid. The monthly grant thus increased. Although there was an increase in the total number of scholars yet the number of girls under tuition decreased. The decrease took place chiefly in the Jubbulpore Convent, where the number of girls fell from 170 to 140. I am afraid this was owing to the death of the Lady Superior, who was much beloved by all classes. On the whole, I think, the Bishop's school made the greatest relative improvement. The average daily attendance was 80 per cent for all schools. The passes by the various standards remain about the same as in the previous year. Thus 3 against 2 passed the 7th standard, 8 against 10 the middle, 56 against 41 the upper primary and 60 against 63 the lower primary. The number of orphans to which aid is given is 63 and the number of indigent children for which aid is given is one. Of the orphans and indigent children receiving aid 38 are girls and 26 are boys.

The results of the Scholarship examination for 1887 were recorded in my last Report. The scholarship examination for 1888 has been postponed until August. The total direct expenditure on all these schools was Rs. 45,460, of which Rs. 18,195 were from Provincial Revenues. Municipalities contributed 2,820 rupees. The balance was made up chiefly from fees and subscriptions.

The indirect expenditure was Rs. 2,783, Rs. 983 being from the Provincial funds. This indirect expenditure was chiefly spent on buildings and scholarships. The grand total expenditure was thus Rs. 48,243.

The Inspector reports on these schools as follows:—

Saint Francis De Sales High and Middle schools, Nagpur.

102. "Numbers show a slight increase. 192 were examined out of 205 on the rolls. Attendance has been good, viz. 84 per cent; 94 are boarders, and 27 of the 205 are non-Europeans. The infant department is small. The Civil Surgeon inspected the school building, boarding arrangements, &c., and reported favourably upon them. Drill is not taught, neither is there any regular instruction given in gymnastics, but the boys play cricket with considerable spirit and some skill. Discipline, organisation and apparatus are all excellent On the whole I was much pleased with the school. It continues to do good and useful educational work under the skilful management of Father Pelvat, and well deserves the very liberal assistance it receives from Government."

Bishop's School, Nagpur.

103. "There had I found been considerable improvement in this school during the year which enabled me to recommend an increase to the Government grant. The teaching had considerably improved and the attendance was 80 per cent of the numbers enrolled. The staff I found strong and expensive for the number of children in attendance. At my suggestion the Committee dispensed with the services of the male assistant and engaged a female teacher able to give instruction in music. The change, I believe, has benefitted the school. I was much pleased with the teaching in the infant department. The singing was particularly good. The children of the other standards did not sing. Drill has been regularly and well taught and the needle work of the girls was excellent. Instruction in drawing has not yet been introduced."

* * * *

Saint Aloysius School, Jubbulpore.

104. "The numbers have increased during the year, from 61 to 98. The average number of boarders is 57 against 50 last year. Attendance excellent, *viz.* 88 per cent. The fee rate is very low, *viz.*, Rs. 1-0-0 per mensem, total collections Rs. 360. The infant department is not properly taught. The school has considerably improved and earned a larger grant. For this year it is fixed at Rs. 180. Free hand drawing is taught and six boys passed in copying a figure drawn by me on the black-board. The singing by ear was good and now that the department can supply proper apparatus *Tonic sol-fa* class will be opened to which I shall be allowed to send two or three Normal school students. The building and sanitary arrangements were inspected by the Civil Surgeon."

105. "The number of children under instruction has increased from 120 to 133. The average daily attendance had been 81 per cent. 94 are boarders. Fees ranged from Re. 1 to Rs. 3. Under this head Rs. 843 has been realized during the year. The report of the Civil Surgeon on the buildings, sanitary arrangements, &c. is favourable. There were three pupil teachers, all in the 3rd year of their apprenticeship, only one passed. She received a provisional 3rd grade certificate, which will be made permanent after one year's creditable service as a teacher. The teaching had been fairly good, except in standard V. Singing by ear was creditable. Needle-work, except stocking darning, was excellent."

Kamptee Convent School.

106. "Numbers and attendance remain much as last year. There were 25 children in the institution and all were present on the day of examination, 15 being boys and 10 girls. The orphanage is supported by subscription, donations and a Government grant. Needle-work and knitting are very well taught, but the instruction in various standards is not of a very high order, many of the poor "waifs and strays" who find refuge in this establishment often being totally ignorant of English. The Chaplain raised Rs. 1,500 during this year from public charity for the support of the orphanage."

Kamptee orphanage.

107. "Numbers and average daily attendance both decreased during the year. The latter has been 72 per cent of the number enrolled. The infant department is well taught. They sang some action songs and earned the full grant allowed. The school building is a bungalow which is also the dwelling-house of the Sisters. It is very unsuitable and has been condemned by the Civil Surgeon as unsanitary and unfit. The needle-work was good and the teaching on the whole has been fairly good. As in other schools "object lessons" had not been regularly given, and no grant was given for that subject. The school is fairly supplied with necessary apparatus. * * *"

Convent School, Nagpur.

108. "The numbers have increased by 19 since last annual examination. There are now 159 on the roll, 115 being boarders, 5 are non-Europeans. Fees range from Rs. 1-8-0 to Rs. 5. The total amount collected during the year was Rs. 2,154. Since last annual examination a new dormitory has been added to the boarding accommodation. The school premises, boarding house, &c. were all visited by the Civil Surgeon, and his report was favourable. Attendance has been good, *viz.* 82 per cent. The staff is a strong one and competent. Singing on Hullah's system has been taught to some of the senior girls. I tested them in reading a simple piece at sight. The result was only fairly satisfactory. The infant department was in excellent order. The needle-work was examined by a Committee of ladies and pronounced to be excellent, except stocking darning. On the whole, the school passed a good examination, and where the teaching was weak it had not been from want of industry. The grant has been increased. The institution has, I regret to say, lately had to mourn the loss by the death of its Lady Superior, who has been for so many years in charge of the institution, and to whose devoted services it owes its present success as an Educational home."

Convent School, Jubbulpore.

109. "Numbers have increased by 9, average attendance 30 out of 39, or 77 per cent. Fee collections for the year amount to Rs. 1,300 against Rs. 1,364 last year. Compared with fee collections in similar schools this is high and much above the amount realized in the boys' school. An average attendance of 39 girls yields Rs. 1,300; an average attendance of 50 boys yields Rs. 873. The staff is sufficient, *viz.* one mistress and two assistants. There are no pupil teachers. Needle work was examined by a ladies' Committee and pronounced good. The singing was very creditable and the school appears to be making good progress under Miss Donaldson, the Head mistress. * * *."

Christ Church Girls' school.

110. "The numbers are stationary, daily attendance 78 per cent. Fee collections show an increase of Rs. 250 during the year. The staff is insufficient. Pupil teachers are needed. No grant was earned for drawing, singing, gymnastics and object lessons. A gymnasium is being constructed and the boys play cricket. Boys and girls should be taught singing together. The school building is badly ventilated. Discipline is good and the teaching has been fairly successful. More attention should be given to teaching the vernacular. The Head master, Mr. Harcourt, has done well."

Christ Church Boys' school.

111. "This school now receives assistance from Government. It has a fixed grant of Rs. 50. This goes to find the pay of a female assistant. I saw the school twice during the year and it appears to be doing well under Miss Gilmore.

Khandwa Railway school.

112. "This school at present is only small and struggling. A grant of Rs. 30 has this year been given and when I last saw it some progress had been made and some desks, &c., had been supplied. There is a Mistress and an Assistant."

Harda Railway school.

SECTION VII. B.

Mahomedans and Aboriginal Races.

Schools for Mahomedans.

113. The following table shows clearly the extent to which Mahomedans avail themselves of our schools.

	Races.	Colleges.	Secondary.	Primary.	Technical schools.	Total.	Number of children of school-going age, omitting Feudatory States.	Percentage of children.
Males.	Native Christians ...	...	53	367	2	422	529	79·8
	Hindus	119	3,639	80,651	475	84,884	5,55,070	15·3
	Mahomedans	9	504	7,263	44	7,820	21,091	37·1
	Parsis	2	6	18	...	26	39	66·7
	Gonds and other aboriginal tribes	...	...	2,254	...	2,254	1,52,364	1·5
	Others	1	26	2,109	2	2,138	...	...
	Total ...	131	4,228	92,662	523	97,544	...	...
Females.	Native Christians ...	...	...	219	1	220	483	45·5
	Hindus	...	...	4,040	15	4,055	5,42,604	0·7
	Mahomedans	...	...	280	3	283	20,274	1·4
	Parsis	...	...	6	...	6	20	30·
	Gonds and other aboriginal tribes	...	...	2	...	2	1,53,689	...
	Others	...	...	59	1	60	...	...
	Total ...	...	...	4,606	20	4,626	...	...
	Grand Total ...	131	4,228	97,268	543	1,02,170	...	...

N. B.—In the above the following figures are omitted:—

Europeans and Eurasians ... 958

		Hindu.	Mahomedans.	Gonds.	Total.
Feudatory States	Boys	5,021	219	216	5,456
	Girls	88	1	...	89
	Total ...	5,109	220	216	5,545
	Grand Total ...	...	...	...	108,673

I saw two schools opened especially for Mahomedans this year, one at Powni and the other at Bhandara. The former was well taught, the latter badly taught and the master was fined. The special schools for Mahomedans in Narsinghpur, Jubbulpore and Damoh are doing well. There are few special schools for Mahars and Dhers or Chamars, they do not as a rule succeed very well. The Hinganghat Dher school has been re-arranged, a new master has been sent and the school has been located in the heart of the Dher quarters. We have no special school for Gonds but the boys attending indigenous schools in Mandla

are many of them Gonds. I have nothing to add to my report last year on the efforts of the Anglican Church Mission in Mandla to teach Gonds. I was present this year at the baptism of two Gonds.

SECTION VII. C.

Native Chiefs.

The Rajkumar school.

114. The special school for Native Chiefs remains at Jubbulpore under the care of Mr. Young, the Principal of the Jubbulpore College. It is well managed, the discipline is good. There are 10 pupils. They are all boarders. The fee varies with the wealth of the scholar and is 25 or 50 Rs. a month. The school is self-supporting. The total expenditure during the past year was Rs. 3,358. Two boys left during the year and two have been admitted, Drig Pal Sah of Pagara in Chhindwara, and Devi Pershada of Sehora in Jubbulpore. The average attendance of the pupils was during the year good. The percentage rose from 60 to 80. Three of the pupils passed the Middle school examination and will now read in the High school. Six of the ten pupils converse as fluently and correctly in English as the majority of boys admitted to the High school. All the pupils have gone through a regular course of gymnastics and they can all do the ordinary exercises on the parallel bars, the horizontal bar and the trapeze. Many wrestle and are expert in the use of Indian clubs. Some are very good at lawn tennis. Cricket has occasionally been practised when a sufficient number of players could be collected.

The health of the pupils has been much better than in previous years. Their conduct has been good. There have been no serious breaches of discipline. The pupils are perfectly obedient and never try to evade a direct order. Mr. Young took nine of the Rajkumars to Bombay and showed them all that was to be seen. The excursion was made in the Christmas vacation.

The Khairagarh school.

115. The school is maintained by the Raja for the education of his relatives and others. There are 26 pupils enrolled, 12 are relatives of the Chief. The school is doing fairly well. One boy passed the Middle school examination. I hope the son of the Chief will try again next year. The scholars play lawn tennis.

Sambalpur.

116. In Sambalpur some attention has been paid to the establishment of schools for the relatives of the feudatories. There are two Rajkumar schools at Bamra and Sonpur. The eldest son of Bamra, it is hoped, will appear next year for the Middle school examination.

SECTION VIII.

The Book Depot and Press.

Book Depot purchases, sale and stock.

117. The number of books bought and sold, and their value may be thus shown:—

	Number of books bought.	Value of books and paper bought			Number of books sold.	Value of books sold.			Number of books in hand on 1st April 1888	Value of books in hand on 1st April 1888.		
		Rs.	a.	p.		Rs.	a.	p.		Rs.	a.	p.
Nagpur ...	2,16,540	31,004	12	2	1,60,639	c 34,686	15	4½	2,23,946	50,496	4	2
Jubbulpore ...	55,521	a10,585	0	4	47,554	b 9,208	5	0	58,953	11,901	10	11
Raipur ...	12,045	a2,395	0	0	22,110	b 4,110	0	0	24,459	5,293	0	0

(a).—All these books were bought from the Nagpur Book Depot. The total value of all books and paper bought from private firms and from the Educational Press, Nagpur, was Rs. 31,004-12-2.

(b).—The value of these sales is included in sales marked (c)

The value of the books sold was thus considerably in excess of the value of the books bought. The value of the stock in hand was therefore reduced.

Book Depot accounts.

118. The Book Depot accounts are as follows:—

District.	Charges.	Amount.	Total.
		Rs. a. p.	Rs. a. p.
Nagpur .	Establishment Book Depot ...	617 10 8	
	Contingencies ...	2,209 6 9	
	Purchase of books (a) ..	24,959 15 1	
	Books received from Press ...	1,818 7 2	29,605 7 8
	Establishment Press ...	905 15 4	
	Contingencies ...	328 8 3	
	Purchase of paper ..	415 10 0	1,650 1 7
Jubbulpore ...	Establishment Book Depôt ...	249 6 8	
	Contingencies ...	307 14 3	
	Purchase of books from Nagpur included in (a) ...	10,585 0 4	
	Purchase of books from other suppliers ...	.....	557 4 11
Raipur ..	Establishment Book Depôt ...	.....	
	Contingencies ...	117 4 6	
	Purchase of books from Nagpur included in (a) ...	2,395 9 9	
	Purchase of books from other suppliers ...	.....	117 4 6
	Total ...	.....	31,930 2 8
	Nominal Profit ...	.....	5,133 2 11
	Grand Total ...	.....	37,063 5 7

District.	Receipts.	Amount.	Total.
		Rs. a. p.	Rs. a. p.
Nagpur.	Book Depot. The actual sums sent to the Treasury were as follows:—		
	Cash ...	5,689 2 5	
	Treasury chalans (a) ...	23,716 1 10	
	Prizes (d) ...	1,661 7 10	
	Libraries (d) ...	2,766 5 10	33,833 1 11
	Press.		
	Sent to treasury ...	1,151 14 6	
	Cost of books lithographed and made over to Book Depot, Nagpur.	1,818 7 2	
	Credit given by the Comptroller, Central Provinces ...	259 14 0	3,230 3 8
Jubbulpore ...	Paid into the Treasury and remitted to Nagpur by chalans included in (c) ...	8,519 2 5	
	Credit given by the Curator, Nagpur, included in (d) ...	710 9 8	
Raipur...	Paid into the Treasury and remitted to Nagpur by chalans included in (c) ...	3,915 12 10	
	Credit given by the Curator, Central Provinces, included in (d). ...	295 0 6	
	Total ...	...	37,063 5 7

(a).—The items of Rs. 10,585-0-4 and Rs. 2,395-9-9 are included in Rs. 24,959-15-1 and are not therefore readded.
(c).—The items of Rs. 8,519-2-5 and Rs. 3,915-12-10 are included in Rs. 23,716-1-10 and are not therefore readded.
(d).—The items of Rs. 710-9-8 and Rs. 295-0-6 are included in Rs. 2,766-5-10 and are not therefore readded.

The large nominal profit arose from the fact that the receipts from sales were greater than the expenditure on purchases.

Books printed in non-departmental presses.

119. The books sent to other presses to be printed were as follows:—

10,000 Hindi 1st book, 15th and 16th editions.
10,000 „ copy book No. I.
10,000 „ „ „ No. III.
5,000 Lower Primary Ganit, Hindi.
5,000 Upper „ „ „
5,000 Sanitary Primer, Hindi.
5,000 Modi 2nd book.
500 Uriya School Manual.
5,000 Hindi 2nd book.
1,000 Nand Lal's 1st and 2nd book of Euclid, (Hindi).
2,000 Urdu 4th book.
1,000 Translation of Todhunter's Mensuration (by permission).

Books in Press.

5,000 Hindi 1st book.
5,000 „ 3rd book.

Lithographic press work.

120. The work of the lithographic press may be thus shown :—

Hindi.

1,000 Tables of weights and measures. Hindi sheets.
32,000 Monthly returns.
20,000 Invoice forms.
7,500 Reading sheets from Nos. 1 to 15 in 500 sets.
4,992 Pahade Ke Pritham Pustak Hindi (Table book).
10,016 Acquittance Roll forms.
200 Village school house plans.
200 Estimates do. do.
109 Manual for Balaghat district (Shala Prabandtr).
500 Circular No. I regarding Postage.
5,024 Copy book No. II.

Marathi.

5,016 Acquittance Roll forms.
12,000 Monthly returns.
4,991 Vernank lipi (Tables).
70 Tables of weights and measures of the Wardha district.
3,200 Reading sheets Nos. 1 to 16, each 200 sheets.
400 „ „ Nos. 9 and 10, each 200 sheets.
500 Circular No. I regarding Postage.

Urdu.

1,013 Tashrihul Huruf (primer).

Uriya.

100 Circular No. I regarding Postage.

Hindi and English.

12,000 Indigenous school examination forms.
300 Blank Registers.

Books in press.

1,000 Urdu copy book No. I.
1,000 „ „ „ No. II.
3,000 Hindi reading sheets Nos. 1 to 15, each in 200 sets.

New books.

121. New books distributed as prizes or sent to school libraries, are as follows :—

Biography.

Life of Lord Clive.
„ „ George Washington.
„ „ Madho Rao.
„ „ Eknath.
„ „ Darwin.
„ „ Bhao Saheb.
„ „ Oodepur's Rana.

Drama.

Arya Vasandhara Natak.
Vichitrapuri.
Indira Kavya.
Mohana Natak.
Vicharmala.
Abhinao Kadambari.
Vikar Vilasit.
Hambin Rao and Putalabai.

Poetry.

Kavya Madhurya.
Padya Ratnamala.
Bhartra Hari Shatab.

Morals.

Sadvartan (good conduct).
Nitimandir (morals).
Madhu Mukshika (stories).
Sadachar (good behaviour).
Shikshak. (The tutor).
Ratavya Vichar (duty).

Science.

Rasayan Shastra, (Chemistry).
Sidh Padarth Vidnyan (Natural Science).
Arogya Mitra (Sanitary Science).
Krishi Karma Shastra (Agriculture).
Bhoo Shastra (Physical Geography).

Miscellaneous.

Vyakarana Purnika, (Grammar).
British Rajya Vivastha (History).
Vesh Dhari Panjabi (Novel).
Kadambari Part I. Fables.
" Part II. "
Chaturya Manoranjan.
Turkey and Russia.
Stri Shikshan Bodh (Female Education).
Urdu object lessons.

SECTION IX.

Museums, Literary Societies and the Press.

Museums.

122. There are two Museums, one at Nagpur and the other at Raipur. They are not managed by the Department of Education.

The Press.

123. The usual annual report on the press was submitted to the Chief Commissioner. Presses only exist in seven of the eighteen districts of the Central Provinces. There is also a press in the Bamra Feudatory State. The districts in which there are presses are Jubbulpore, Nagpur, Nimar, Hoshangabad, Narsinghpur, Seoni and Raipur. There are 10 vernacular newspapers. They are well conducted.

Libraries and literary societies.

124. There are branches of the National Congress at Jubbulpore and Nagpur. We do not hear very much of the movements of the congress in these Provinces. There are 42 native libraries, literary and scholastic associations. The most useful are those of the Morris College and City Aided school Nagpur, the Hit Sabhas of Jubbulpore and Saugor, and the Mahomedan Societies called Anjaman Islamia at Jubbulpore, Damoh, Narsinghpur and Murwara. The last named attend to education and assist poor Mahomedans. A new town hall was built and opened at Burha. It is an excellent building, built entirely from subscriptions raised in honour of Sir John Morris, K. C. S. I. A reading club meets in the Town Hall and the Managers have asked for a grant of Rs. 100 to buy books. The Hall is very tastefully decorated. The only registered society is that which manages the Morris College.

SECTION X.

Officers and Societies that deserve Notice.

Revenue officers.

125. I have already noticed the work of Tahsildars. Mr. Rai Debi Pershada, Extra-Assistant Commissioner, deserves special mention. He built an excellent house at Burha which he made over to a girls' school that he endowed.

District Council.

126. The District Councils that have done best are those of Damoh, Wardha, Betul. I would especially mention Mr. Rao Sahib Narayan Rao, the Secretary, Mr. Vasdeo Rao

Paranjpe of Wardha, and Mr. Ganpat Rao Gokle of Betul. Rao Bahadur Seth Gokuldas of Jubbulpore, Mr. Seth Tikaram President of the Narsinghpur District Council, and Mr. Gopal Rao the Secretary, and Mr. Gangadhar Rao Chitnavis of Nagpur, all deserve mention.

Private Gentlemen and Local Board Members.

127. The Private Gentlemen and Local Board Members that deserve especial mention are :—

1. Rao Bahadur Munna Lal Chowdhari, Mandla.
2. Mr. Singhai Mohan Lal, Khurai.
3. „ Lachman Singh, Garhakota.
4. „ Shriwant Krishana Rao, Patharia.
5. „ Nand Lal, Gomashta, Sagar.
6. „ Tatya Naidu, Sagar.
7. „ Narain Singh, Shahpur.
8. Rao Bahadur Behari Lal, Khazanchi, Jubbulpore.
9. Mr. Amar Singh, Garha.
10. Raja Beji Bahadur Singh, Narsinghpur.
11. Mr. Ganesh Pandit, Barman.
12. „ Imdad Ali, Damoh.
13. Professor Bhagirath Pershada, B. A., of the Hislop College Nagpur.
14. Mr. Bhanudas Naidu, Honorary Magistrate, Kamthi.
15. „ Thakur Rao Deshmukh, Kalmeshwar.
16. „ Ragho Ratiram, Saonair.
17. „ Krishna Rao Deshmukh, Karanja.
18. „ Ambadas Atmaram, Ashti.
19. „ Bindraban Das, Bargarh.
20. „ Shridhar, Gountia, Reminda.
21. Babu Harihar Singh, Zamindar, Padampur
22. Mr. Prem Singh, Drug.
23. „ Dhan Singh Rae, Dhamtari.
24. „ Raghoba, Maharik, Raipur.

The reports contain the names of many other gentlemen.

School Committees.

128. School Committees have done excellently. I refrain from mentioning any for special praise when most have done so well.

Inspecting Officers.

129. Mr. Hari Gopal Padhye, B. A., and Mr. Mitchell both deserve mention. The latter was specially commended by the Commissioner of Division for his zeal.

District Inspectors.

130. Nearly all have done excellently. I have frequently bought to the notice of the Chief Commissioner the good work of the Senior officers of the service, the District Inspectors of Nagpur, Chanda, Jubbulpore, Saugor, Narsinghpur and Hoshangabad. Of the Junior officers I think Mr. Jageshwar Bapuji, Zila Inspector of Wardha, and Mr. Gopal Sitaram Panchbai of Bhandara have done best. I hope next June to be able to bring to the special notice of the Chief Commissioner, Mr. Sadasheo Vital of Nimar, who will I trust be able greatly to improve the schools there and obtain the active co-operation of the people.

Mr. Ganpat Lal, Joint Zila Inspector, Raipur, deserves especial mention.

Principals and Professors of Colleges.

131. I would especially bring to the notice of the Chief Commissioner Mr. Young, Principal of the Jubbulpore College and Rajkumar school. He commends all his staff.

Principals and Masters.

132. The Masters of schools who have done the best are :—

1. Mr. Mahadeo Yeshwant Rao Dole, M. A., L. C. E., of the Nagpur Normal school.

2. Mr. Waman Rao, Hardikar, of the same school.
3. „ Nand Lal of Sambalpur.
4. „ Mahomed Azizuddin, Narsinghpur.
5. „ Kashinath Rao of Burha.
6. „ Hira Lal of Damoh.
7. „ Lachman Rao of Khandwa.

Societies.

133. The Societies that deserve mention are :—

1. Free Church Mission, Nagpur, under the Reverend J. G. Cooper.
2. The Society of St. Francis de Sales and especially the Principal, the Reverend C. Pelvat.
3. The Lady Superintendents of the Convents of St. Joseph, Nagpur, Kamptee and Jubbulpore.
4. The Zenana Mission under Miss Branch, Jubbulpore.
5. The Zenana Mission and girls' schools, Nagpur; under Miss Miller, Miss Mavor, and Miss Black.
6. The Morris College Council Nagpur and Rao Bahadur Bepin Krishna Bose, M. A., and Mr. Balaji Vittal Aole, B. A., Head Master City school, Nagpur.
7. I have already noticed the useful work that is being done by the Anjuman Islamia and the Hit Sabha, Jubbulpore.

I have the honour to be,

Sir,

Your most obedient Servant,

C. A. R. BROWNING, M. A., C. I. E.,

Inspector General of Education,

Central Provinces.

EDUCATION—GENERAL TABLE I.

Abstract return of Colleges, Schools and Scholars in the Central Provinces at the end of the official year 1887-88.

(For Details see General Table III.)

Total area in square miles.	Area and population.				Public Institutions.							Private Institutions.		Grand total.	Percentage of	Remarks.
	Number of Towns* and Villages.	Population.			University Education.		School Education, General.		School Education, Special.							
					Arts colleges.	Professional colleges.	Secondary schools.	Primary schools.	Training schools.	All other special schools	Total of public Institutions.	Advanced.	Elementary.			
1	2	3		4	5	6	7	8	9	10	11	12	13	14	15	16
1,13,279	Towns (a) 66	Males 5,827,122	Institutions	For males...	3	...	70	1,678	3	19	1,773	...	...	1,773	3·87 Institutions to No. of towns and villages.	To obtain the 5,734 girls of Table No. V deduct from 5,183 the 80 boys in girls' schools and add 631 girls in boys' schools and we obtain 5,734.
	Villages (a) 45,788	Females 5,721,389		For females	...	...	5	113	1	...	119	...	...	119	0·26	
	Total 45,854	Total 11,548,511		Total ...	3	...	75	1,791	4	19	1,892	..	...	1,892	4·13	
	If Feudatory States are omitted, the number of towns is only 62, and of villages is 34,550.	Including Feudatory States. If Feudatory States are omitted, the population is 98,38,791	Scholars.	Males ...	134	...	4,371	98,461	187	337	1,03,490	...	...	1,03,490	11·84 Male scholars male population school-going age †	
				Females ...	...	...	102	5,061	20	...	5,183	...	...	5,183	0·60 Female scholars to female population of school-going age.†	
				Total ...	134	...	4,473	1,03,522	207	337	1,08,673	...	...	1,08,673	6·27	

* A town contains 5,000 inhabitants or upwards. A village contains less than 5,000 inhabitants. A Municipality or a Cantonment, whatever its population, should be entered as a town.
† The population of school-going age is taken at 15 per cent of the whole population.
(a) In the Census 52 towns are given. I have added 14 towns where there are Municipalities or Cantonments and have reduced the number of villages.

Abstract Return of Expenditure on Public Instruction in

[For Details see

	Total direct Expenditure on Public Instruction §.					
	University Education.	School Education, General.		School Education, Special.		
	Arts Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.	Total.
1	2	3	4	5	6	7
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1. Institution ... For Males ...	42,569	1,22,785	3,31,341	22,759	2,815	5,22,269
For Females ..	...	8,437	44,959	5,412	...	58,808
Total ..	42,569	1,31,222	3,76,300	28,171	2,815	5,81,077
2. (a) Percentages* of Provincial Expenditure included in columns 2–16 to Total Provincial Expenditure on Public Instruction ..	4·94	15·87	30·58	7·75	0·63	59·77
(b) Percentages● of Local Fund Expenditure included in columns 2–16 to Total Local Fund Expenditure on Public Instruction ...	...	0·53	83·83	...	0·30	84·66
(c) Percentages* of Municipal Expenditure included in columns 2—16 to Total Municipal Expenditure on Public Instruction ..	10·36	36·97	48·35	...	0·03	95·71
(d) Percentages of Total Expenditure in columns 2—16 to Total Expenditure on Public Instruction ...	5·32	16·09	46·16	3·45	0·35	71·27
AVERAGE ANNUAL COST† OF EDUCATING EACH PUPIL IN	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Departmental Institutions. Cost to Provincial Revenues ...	224 4 4	14 10 9	2 7 3	131 10 3	10 1 0	6 7 5
Cost to Local and Municipal Funds ..	...	7 0 7	1 13 10	...	0 1 8	2 9 2
Total Cost ...	313 7 0	28 3 3	5 5 2	131 10 3	10 2 9	11 1 5
District Council and Local Board Schools ‡ ... Cost to Provincial Revenues ...	...	...	0 8 2	...	...	0 8 1
Cost to Local Funds.	...	8 8 10	2 10 1	...	5 4 6	2 10 4
Total ..	...	16 15 6	3 6 6	...	5 4 6	3 7 0
Institutions in Feudatory States. Cost to Native State Revenues ...	...	...	2 7 9	...	...	2 7 7
Cost to Local and Municipal Funds.	...	...	...	...	...	...
Total ...	...	...	2 8 9	...	...	2 8 9
Aided Institutions. Cost to Provincial Revenues ...	67 15 3	12 0 2	1 12 6	...	...	2 8 1
Cost to Local and Municipal Funds ..	86 7 8	4 5 5	0 2 8	...	...	0 10 3
Total Cost ...	305 2 11	34 10 4	3 12 11	...	...	6 4 8
Unaided Institutions... Total Cost ...	...	12 10 4	1 4 8	...	...	1 14 4
All Institutions ... Cost to Provincial Revenues ...	130 4 1	12 15 1	1 1 5	131 10 3	7 2 11	2 0 6
Cost to Local and Municipal Funds	52 0 3	5 15 1	1 10 6	...	1 9 5	1 14 4
Total Cost ..	308 7 6	29 7 1	3 11 1	131 10 3	8 12 4	5 6 11

TABLE II.

the Central Provinces for the official year 1887-88.

General Table IV.]

Total indirect Expenditure on Public Instruction§.									Remarks.
University.	Direction.	Inspection.	Scholarships.	Buildings.	Special Grants for Furniture and Apparatus.	Miscellaneous.	Total.	Total Expenditure on Public Instruction.	
8	9	10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
..	30,773	84,172	26,487	53,469	4,140	32,184	2,31,225	7,53,494	
...	...	...	650	2,398	...	...	3,048	61,856	
...	30,773	84,172	27,137	55,867	4,140	32,184	2,34,273	8,15,350	
...	8·46	22·65	5·52	2·95	0·59	0·06	40·23	100·	
...	...	...	3·17	11·82	0·34	...	15·34	100·	
...	...	...	1·27	2·86	0·16	...	4·29	100·	
...	3·77	10·33	3·32	6·85	0·51	3·95	28·73	100·	

* The percentages required for 2 (*a*), 2 (*b*), 2 (*c*), are to be calculated from the figures given in columns 7*a*, 7*b*, 7*c*, respectively of General Table IV.

† The annual cost is calculated on the *direct* expenditure only. The average cost of educating each pupil is obtained by dividing the direct expenditure by the average monthly number on the rolls during the year.

‡ The average cost of each pupil in Local Fund and Municipal Schools is to be obtained from the figures given in General Table VII.

§ Fractions of a rupee should be omitted, except in the columns showing the average annual cost of educating each pupil.

Return of Colleges, Schools and Scholars in the

Class of Institutions.	Public							
	Under Public							
	Maintained by the Department.				Maintained by the District Councils and Local Boards.			
	Number of Institutions.	Number of scholars on the rolls on 31st March	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9
University Education. — *Arts Colleges.* — English	1	57	55	46	...	...	...	...
Total ...	1	57	55	46	...	...	...	...
School Education, General. — *Secondary schools.* — For Boys ... English ..	38	2,835	2,760	2,250	2	88	100	78
For Boys ... Vernacular ...	...	...	...	...	..	...	...	...
For Girls ... English ...	...	...	...	...	...	...	...	...
Total ...	38	2,835	2,760	2,250	2	88	100	78
Primary Schools. — For Boys	192	13,859	13,883	10,610	739	51,419	50,304	34,848
For Girls	37	1,666	1,633	1,053	29	1,227	1,215	795
Total ..	229	15,525	15,516	11,663	768	52,646	51,519	35,643
Schools for special instruction. — School Education, Special. — Training schools for Masters	3	187	189	172	...	...	...	...
Do. for Mistresses ...	1	20	25	21	...	...	...	...
Schools of Art ...	...	...	...	...	...	...	...	...
Law Schools ...	...	...	...	...	..	...	...	...
Medical Schools ...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools ...	...	...	...	...	...	...	...	...
Industrial Schools ...	10	150	143	105	4	97	92	69
Other Schools (Drawing schools) ...	5	90	86	67	...	...	...	...
Total ...	19	447	443	365	4	97	92	69
Total of Colleges and Schools of Public Instruction ...	287	18,864	18,774	14,324	774	52,831	51,711	35,790

* The middle department of the Khairagarh Feudatory school

TABLE III.

Central Provinces for the official year 1887-88.

Institutions.											
Management.				Under Private management.							
Maintained by Feudatory States.				Aided by the Department, or by the District Councils or Municipal Boards.				Unaided.			
Number of Institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
10	11	12	13	14	15	16	17	18	19	20	21
...	...	...	...	2	77	83	72	...	...	...	...
...	...	...	...	2	77	83	72	...	...	...	...
...	...	...	...	24	1,281	1,316	1,054	6	167	166	120
...	...	...	...	...	...	...	...	...	...	...	...
...	..	...	...	5	102	115	94	...	...	...	...
...	...	...	..	29	1,383	1,431	1,148	6	167	166	120
A *90	5,456	5,442	3,786	571	24,764	24,393	16,306	86	2,963	2,834	1,932
2	89	89	53	42	1,976	1,917	1,332	3	103	101	67
92	5,545	5,531	3,839	613	26,740	26,310	17,638	89	3,066	2,935	1,999
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	..	...	...	...	...	...	...	...	...
92	5,545	5,531	3,839	644	28,200	27,824	18,858	95	3,233	3,101	2,119

has been entered as a primary school, so also Rajnandgaon, &c

Class of Institutions.	Grand Total of Public Institutions.	Grand Total of scholars on the 31st of March.	Number of scholars 31st of March	
			English.	A classical language.
	22	23	24	25
University Education.				
Arts Colleges.				
English	3	134	134	118
Total ...	3	134	134	118
School Education General.				
Secondary Schools.				
For boys ... English	70	4,371	4,371	1,064
For boys ... Vernacular	...	...	...	...
For girls .. English	5	(a) 102	102	...
Total ...	75	4,473	4,473	1,064
Primary schools.				
For boys	1,678	98,461	3,077	274
For girls	113	(a) 5,061	459	34
Total ..	1,791	1,03,522	3,536	308
School Education, Special.				
Schools for special instruction.				
Training Schools for Masters	3	187	...	...
Training Schools for Mistresses	1	(a) 20	...	...
Schools of Art	...	...	...	...
Law Schools	...	...	...	...
Medical Schools	...	...	...	...
Engineering and Surveying Schools	...	...	...	...
Industrial Schools	14	247	...	...
Other Schools (Drawing Schools)	5	90	...	...
Total ...	23	544	...	...
Total of Colleges and Schools of Public Instruction ...	1,892	1,08,673	8,143	1,490
Private Institutions.				
1.—ADVANCED TEACHING—				
(a) Arabic or Persian	...	..	...	...
(b) Sanskrit	...	...	...	...
(c) Any other Oriental Classic	...	...	...	...
2.—Elementary, teaching a Vernacular only or mainly ... For Boys ...	...	...	...	...
2.—Elementary, teaching a Vernacular only or mainly ... For Girls ...	...	...	...	...
3.—European and Eurasian Schools not conforming to Departmental Standards. For Boys ...	...	...	...	...
3.—European and Eurasian Schools not conforming to Departmental Standards. For Girls ...	...	...	...	...
4.—Other Schools not conforming to Departmental Standards .. For Boys ...	...	...	...	...
4.—Other Schools not conforming to Departmental Standards .. For Girls ...	...	...	...	...
Total ...	...	...	...	..
Grand Total ...	1,892	1,08,673	8,143	1,490

I.—The term *classical language* in column 25 includes European
II.—Mixed schools should be shown as boys' or as girls' schools
III.—Where boys and girls attend the same school, the column of
IV.—The sub-divisions of column 27 regarding races or creeds will
* Deduct 21 boys reading in Native schools and we obtain 937

TABLE III.—Concluded.

on the learning	Classification of scholars on the 31st of March according to race or creed.							Remarks.
A vernacular language.	Europeans and Eurasians.	Native Christians.	Hindus.	Mahomedans.	Parsis.	Gonds and other aboriginal tribes.	Others.	
26	27*a*	27*b*	27*c*	27*d*	27*e*	27*f*	27*g*	28
...	3	...	119	9	2	...	1	
...	3	...	119	9	2	...	1	
3,634	143	53	3,639	504	6	...	26	(*a*) Deduct 80 boys in girls' schools and add 631 girls in boys' school and we obtain 5,734 girls, see Table V.
...	...	...	...	...	...	...	...	
57	102	...	...	...	...	...	...	
3,691	245	53	3,639	504	6	...	26	
97,985	343	367	85,672	7,482	18	2,470	2,109	*A. The middle department of the Khairagarh Feudatory school has been entered as a primary school so also Rajnandgaon, &c.
4,723	366	219	4,128	281	6	2	59	
1,02,708	709	586	89,800	7,763	24	2,472	2,168	
187	...	...	169	16	...	...	2	
20	...	1	15	3	...	...	1	
...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	
179	1	2	222	22	...	...	...	
...	...	...	84	6	...	...	...	
386	1	3	490	47	...	...	3	
1,06,785	*958	642	94,048	8,323	32	2,472	2,198	631 Girls in Boys' schools. 80 Boys in Girls' schools.
...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	„ Girls in Boys' schools. „ Boys in Girls' schools.
1,06,785	*958	642	94,048	8,323	32	2,472	2,198	631 Total Girls in Boys' schools. 80 „ Boys in Girls' schools.

and Oriental classical languages.
according as the number of boys or of girls is greater.
remarks should show the number of girls in boys' schools and the number of boys in girls' sohools.
vary according to circumstances.
the total of children in European schools.

Return of Expenditure on Public Instruction

Objects of Expenditure.	Public						
	Under Public						
	Maintained by the Department.						
	Provincial Revenues.	Local Rates or Cesses.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2a	2b	2c	2d	2e	2f	2
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges.							
University Education — English	12,335	...	...	1,500	...	3,404	17,239
Total ...	12,335	...	...	1,500	...	3,404	17,239
Secondary Schools.							
School Education, General. — For Boys ... English ..	40,493	...	19,416	16,354	544	1,039	77,846
For Girls ... English ...	...	...	..	...	...	...	...
Total ...	40,493	...	19,416	16,354	544	1,039	77,846
Primary Schools.							
For Boys	31,997	960	24,738	13,670	1,342	297	73,004
For Girls	6,037	230	2,996	..	271	72	9 606
Total ...	38,034	1,190	27,734	13,670	1,613	369	82,610
Schools for Special Instruction.							
School Education, Special. — Training Schools for Masters ...	22,759	...	...	...	...	...	22,759
Training Schools for Mistresses ...	5,412	...	...	...	...	...	5,412
Schools of Art	...	...	...	...	...	...	...
Engineering and Surveying Schools ...	...	...	...	...	...	...	...
Industrial Schools	2,305	...	24	...	...	...	2,329
Other Schools	...	...	...	...	...	...	...
Total ...	30,476	...	24	...	...	...	30,500
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
Scholarships held in — Arts Colleges	5,244	...	..	...	...	...	5,244
Professional Colleges ...	...	...	...	...	...	...	...
Secondary Schools ...	6,405	1,762	556	...	...	322	9,045
Primary Schools ..	884	1,320	325	...	60	44	2,633
Special Schools other than Training Schools ...	835	...	...	...	...	...	835
Buildings	4,839	500	1,891	...	2,434	33	9,697
Furniture and Apparatus (Special grants only)	1,653	...	111	...	14	...	1,778
Miscellaneous	254	...	..	...	...	31,930	*32,184
Total ...	20,114	3,582	2,883	...	2,508	32,329	61,416
Total Expenditure on Public Instruction ...	1,41,452	4,772	50,057	31,524	4,665	37,141	2,69,611

I.—Fractions of a rupee are to be omitted.

II.—If the income of any school maintained by the department (or by a Local or Municipal Board) exceeds the expenditure, the return If in such school the income from fees or other private sources alone exceeds the expenditure, the excess income and the sources

III.—If the income of any aided school exceeds the expenditure, the excess should be proportionately deducted from the sub-heads of receipts from Provincial Revenues and from Local and Municipal Funds, should be shown in full.

IV.—In calculating the expenditure from Provincial Revenues or any other Fund, all payments or contribution from Fees or other sources

V.—The expenditure under "University," 'Direction' and 'Inspection' should be shown only in column 7 and its sub-divisions, and not in the preceding columns.

VI.—The expenditure on stipends held in training Schools should be shown as part of the expenditure in those Schools, not under the head of Scholarships.

VII.—The expenditure entered in columns 4a, 4b, and 4c. should be included in column 7e, and not in columns 7a, 7b, and 7c. The expenditure entered in column 4d should be included in column 7d.

TABLE IV.

in the Central Provinces for the official year 1887-88.

Institutions.													
Management.													
Maintained by the District Councils and Local Boards.							Maintained by Feudatory States.						
Provincial Revenues.	Local Rates or Cesses.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Native State Revenues.	Local Rates or Cesses levied in Native States.	Municipal Funds raised in Native States.	Fees.	Subscriptions.	Endowments and other sources.	Total.
3a	3b	3c	3d	3e	3f	3	4a	4b	4c	4d	4e	4f	4
R.	R.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	855	...	250	592	...	1,697	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	855	...	250	592	...	1,697	...	...	...	...	...	...	...
26,258	1,29,063	1,262	11,048	2,206	530	1,70,367	13,441	...	...	237	101	...	13,779
43	5,072	134	...	53	...	5,302	309	...	...	...	...	...	309
26,301	1,34,135	1,396	11,048	2,259	530	1,75,669	13,750	...	...	237	101	...	14,088
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	486	...	...	...	...	486	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	486	...	...	...	...	486	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	584	...	...	...	...	584	...	...	...	...	...	...	...
473	1,462	...	...	...	...	1,935	563	...	...	...	...	...	563
...	...	...	...	...	...	...	...	...	...	...	...	...	...
2,157	18,581	90	10(	2,109	...	23,037	326	...	...	...	...	...	326
515	560	...	9	166	199	1,449	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
3,145	2,1187	90	109	2,275	199	27,005	889	...	...	...	...	...	889
29,446	1,36,663	1,486	11,407	5,126	729	2,04,857	14,639	...	...	237	101	...	14,977

of Government (or Local or Municipal) expenditure should be reduced accordingly, the income and expenditure of the school being thus equalised. from which it is derived should be shown in the column of remarks.

Endowment, Subscriptions, and other sources; or, if the receipts from those sources are insufficient, from the sub-head of fees also. The actual

credited to that Fund should be deducted. Such payments should be shown as expenditure under the sub-heads to which they belong.

*Book Depot charges ..	...	Rs. 30,112
Value of Books lithographed in the Press	...	„ 1,8[illegible]
Grant for Vernacular literature	...	„ 2[illegible]
Total	...	„ 32,184

Return of Expenditure on Public Instruction

Objects of Expenditure.	Public						
	Under Private						
	Aided by the Department, or by District Councils or Municipal Boards.						
	Provincial revenues.	Local rates or cesses.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	5a	5b	5c	5d	5e	5f	5
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges.							
University Education — English	5,640	...	7,178	1,005	21	11,486	25,330
Total ...	5,640	...	7,178	1,005	21	11,486	25,330
Secondary Schools.							
School Education, General. — For Boys ... English ...	14,078	...	5,748	5,645	3,497	12,175	41,143
For Boys ... Vernacular ...	...	...	...	...	...	...	...
For Girls ... English ...	3,111	...	460	2,424	571	1,871	8,437
For Girls ... Vernacular ...	...	...	...	...	...	...	...
Total ...	17,189	...	6,208	8,069	4,068	14,046	49,580
Primary Schools.							
For Boys	36,564	...	3,049	7,512	9,711	13,832	70,668
For Girls	10,275	...	1,334	3,826	2,323	11,721	29,479
Total ...	46,839	...	4,383	11,338	12,034	25,553	1,00,147
Schools for Special Instruction.							
School Education Special. — Training Schools for Masters ...	...	...	...	...	...	...	...
Training Schools for Mistresses ...	...	...	...	...	...	...	...
Schools of Art	...	...	...	...	...	...	...
Engineering and Surveying Schools ...	...	...	...	...	...	...	...
Industrial Schools	...	...	...	...	...	...	...
Other Schools	..	...	...	...	...	...	...
Total ...	...	...	...	...	...	.	...
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
Scholarships held in ... — Arts Colleges ...	2,486	...	...	...	...	...	2,486
Scholarships held in ... — Professional Colleges ...	...	...	...	...	...	...	...
Scholarships held in ... — Secondary Schools ...	3,118	...	...	...	...	76	3,194
Scholarships held in ... — Primary Schools ...	618	...	...	...	...	...	618
Scholarships held in ... — Special Schools other than Training Schools	...	...	...	...	...	...	...
Buildings	3,637	...	...	...	709	18,412	22,758
Furniture and Apparatus (Special grants only) ...	...	...	...	281	87	545	913
Miscellaneous	...	...	...	...	...	...	...
Total ...	9,859	...	...	281	796	19,033	29,969
Total Expenditure on Public Instruction ...	79,527	...	17,769	20,693	16,919	70,118	2,05,026

TABLE IV.—(Concluded.)

in the Central Provinces for the official year 1887-88.

Institutions.										
Management.				Total expenditure from					Grand Total.	Remarks.
Unaided.										
Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	Local rates or cesses.	Municipal Funds.	Fees.	All other sources.		
6a	6b	6c	6	7a	7b	7c	7d	7e	7	8
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	...	...	...	17,975	...	7,178	2,505	14,911	42,569	
...	...	...	...	17,975	...	7,178	2,505	14,911	42,569	
296	86	1,717	2,099	54,571	855	25,164	22,545	19,650	1,22,785	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	3,111	...	460	2,424	2,442	8,437	
...	...	...	...	...	...	...	...	...	...	
296	86	1,717	2,099	57,682	855	25,624	24,969	22,092	1,31,222	
432	1,127	1,964	3,523	94,819	1,30,023	29,049	32,899	44,551	3,31,341	
...	...	263	263	16,355	5,302	4,464	3,826	15,012	44,959	
432	1,127	2,227	3,786	1,11,174	1,35,325	33,513	36,725	59,563	3,76,300	
...	...	...	...	22,759	...	...	...	...	22,759	
...	...	...	...	5,412	...	...	...	...	5,412	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	2,305	486	24	...	...	2,815	
...	...	...	...	...	...	...	—	...	...	
...	...	...	...	30,476	486	24	...	...	30,986	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	30,773	...	...	...	...	30,773	
...	...	...	...	82,341	...	...	...	1,831	84,172	
...	...	...	...	7,730	...	...	...	...	7,730	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	9,523	2,346	556	...	398	12,823	
...	...	...	...	1,975	2,782	325	...	667	5,749	
...	...	...	...	835	...	...	...	...	835	Nagpur Bengal Railway Workshop scholarship.
...	49	...	49	10,633	19,081	1,981	100	24,072	55,867	
...	...	...	...	2,168	560	111	290	1,011	4,140	
...	...	...	...	254	...	...	...	31,930	32,184	
...	49	...	49	1,46,232	24,769	2,973	390	59,909	2,34,273	
728	1,262	3,944	5,934	3,63,539	1,61,435	69,312	64,589	1,56,475	8,15,350	

Return of the Stages of Instruction of pupils in public Schools for General Education,

Class of schools.			Number of schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination. 1		
					Boys.	Girls.	Total.
SECONDARY SCHOOLS—							
For Boys	Departmental	English	38	2,835	265	...	265
		Vernacular	3	187	...	...	...
	District Council	English	2	88	...	...	...
		Vernacular	...	..	...	...	...
	Feudatory States	English	...	...	...	...	...
		Vernacular	...	...	...	...	...
	Aided	English	24	1,281	262	.	262
		Vernacular	...	...	...	...	...
	Unaided	English	6	167	41	...	41
		Vernacular	...	...	...	...	...
	Total		73	4,558	568	...	568
For Girls	Departmental	English	...	...	...	...	...
		Vernacular	1	20	...	...	...
	District Council	English	...	...	...	...	...
		Vernacular	...	...	...	...	...
	Feudatory States	English	...	...	...	...	...
		Vernacular	...	...	...	...	...
	Aided	English	5	102	...	...	...
		Vernacular	...	...	...	...	...
	Unaided	English	...	...	...	...	...
		Vernacular	...	...	...	...	...
	Total		6	122	...	...	...
TOTAL SECONDARY SCHOOLS.							
PRIMARY SCHOOLS—							
For Boys	Departmental		192	13,859	...	...	...
	District Council		739	51,419	...	...	...
	Feudatory States		90	5,456	...	...	...
	Aided		571	24,761	...	...	...
	Unaided		86	2,963	...	...	...
	Total		1,678	98,461	...	...	...
For Girls	Departmental		37	1,666	...	...	...
	District Council		29	1,227	...	...	...
	Feudatory States		2	89	...	...	...
	Aided		42	1,976	...	...	...
	Unaided		3	103	...	...	...
	Total		113	5,061	...	...	...
Total Primary Schools			1,791	1,03,522	...	..	...
Grand Total			1,870	1,08,202	568	...	568

NOTE.—The number of girls shown in this table should correspond with the number
Mixed schools should be entered as boys' schools or girls' schools,
To obtain the number of schools and Colleges 1,892 and of scholars 1,08,673 of Table No. III. add 23 Colleges and

TABLE V.

in the Central Provinces, at the end of the official year 1887-88.

Middle Stage.			Upper Primary Stage.			Lower Primary Stage.						Total.		
Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage.			Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Comprising all pupils who have not passed beyond the Lower Primary Stage.								
						Reading printed books.			Not reading printed books.					
2			3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
2,570	...	2,570	...	...	...	...	...	...	...	...	...	2,835	...	2,835
187	...	187	...	...	...	...	...	...	...	...	...	187	...	187
88	...	88	...	...	...	...	...	...	...	...	...	88	...	88
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1,010	9	1,019	...	...	...	...	...	...	...	...	...	1,272	9	1,281
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
126	...	126	...	...	...	...	...	...	...	...	...	167	...	167
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3,981	9	3,990	...	...	...	...	...	...	...	...	...	4,549	9	4,558
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	20	20	...	...	...	...	...	...	...	...	...	...	20	20
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2	100	102	...	...	...	...	...	...	...	...	...	2	100	102
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2	120	122	...	...	...	...	...	...	...	...	...	2	120	122
507	...	507	2,569	...	2,569	6,068	...	6,068	4,715	...	4,715	13,859	...	13,859
1,561	1	1,562	8,505	24	8,529	21,578	102	21,680	19,394	254	19,648	51,038	381	51,419
37	...	37	575	7	582	2,700	87	2,787	2,023	27	2,050	5,335	121	5,456
159	...	159	3,312	10	3,322	10,708	51	10,759	10,484	40	10,524	24,663	101	24,764
...	...	...	172	...	172	1,197	...	1,197	1,575	19	1,594	2,944	19	2,963
2,264	1	2,265	15,133	41	15,174	42,251	240	42,491	38,191	340	38,531	97,839	622	98,461
...	15	15	...	124	124	...	661	661	...	866	866	...	1,666	1,666
...	...	...	...	113	113	...	539	539	...	575	575	...	1,227	1,227
...	...	...	...	...	...	2	54	56	...	33	33	2	87	89
...	...	...	6	194	200	47	951	998	23	778	778	76	1,900	1,976
...	...	...	...	2	2	...	19	19	...	82	82	...	103	103
...	15	15	6	433	439	49	2,224	2,273	23	2,311	2,334	78	4,983	5,061
2,264	16	2,280	15,139	474	15,613	42,300	2,464	44,764	38,214	2,651	40,865	97,917	5,605	1,03,522
6,247	145	6,392	15,139	474	15,613	42,300	2,464	44,764	38,214	2,651	40,865	1,02,468	5,734	1,08,202

returned under Primary and Secondary Schools in General Forms I. and III.
according as the number of boys or of girls is greater.
19 Industrial and drawing schools, and 471 pupils attending Colleges and Industrial and Drawing schools.

Return showing the Results of Prescribed Examinations in the

Nature of Examination.	Number of Institutions sending Examinees.				Number of Examinees.				
	Institutions under public management.	Aided Institutions.	Other Institutions.	Total.	Institutions under Public management.	Aided Institutions.	Other Institutions	Private Students.	Total.
1	2	3	4	5	6	7	8	9	10
Arts Colleges—									
1 Master of Arts	...	...	...	...	...	...	...	...	...
2 Bachelor of Arts	*2	2	...	4	9	7	...	1	17
3 B. Sc.	...	...	...	...	...	...	...	...	...
4 First B. A.	...	...	...	...	...	...	...	...	...
4 First B. Sc.	...	...	...	...	...	...	...	...	...
4 First Arts	1	3	...	4	21	15	...	2	38
4 Previous examination	...	...	...	...	...	...	...	...	...
Colleges for Professional Training—									
Law—									
1 Doctor of Law	...	...	...	...	...	...	...	...	...
2 Bachelor of Law	*1	...	...	1	2	...	...	2	4
Medicine—									
4 First M. B.	...	...	...	...	...	...	..	...	...
4 First L. M. S.	*1	...	...	1	1	...	..	1	2
Engineering—									
3 L. C. E.	*1	...	...	1	1	...	...	...	1
4 First L. C. E.	*1	...	...	1	3	...	...	...	3
Schools of General Education—									
Matriculation ... Boys ...	3	4	1	8	96	89	14	2	201
Matriculation ... Girls ...	...	...	...	...	...	...	...	...	...
Middle School Examination ... Boys ...	33	12	9	54	353	217	52	87	709
Middle School Examination ... Girls ...	...	...	...	...	...	...	...	...	...
Upper Primary Examination ... Boys ...	820	240	37	1,097	8,924	1,829	374	1	11,128
Upper Primary Examination ... Girls ...	27	13	...	40	187	114	...	...	301
Lower Primary Examination ... Boys ...	861	402	37	1,300	11,456	3,572	428	...	15,456
Lower Primary Examination ... Girls ...	55	34	...	89	357	247	...	...	604
Public Service Certificate Examination ... English ...	...	...	...	...	...	...	...	13	13
Public Service Certificate Examination ... Vernacular ...	...	...	6	6	...	...	14	11	25
Schools of special Instruction—									
1 Training school Examination for Masters ... Upper ...	5	...	1	6	74	...	2	...	76
1 Training school Examination for Masters ... Lower ...	9	1	8	18	151	...	28	3	182
2 Training school Examination for Mistresses ... Upper ...	...	...	...	...	...	...	...	...	...
2 Training school Examination for Mistresses ... Lower ...	1	...	...	1	8	...	...	1	9
3 Examination in Engineering ...	...	...	...	...	...	...	...	...	...
4 Examination in Surveying ...	21	...	...	21	233	...	...	...	233
5 Industrial school Examination ...	2	...	...	2	3	...	...	...	3
6 School of Art Examination ...	5	...	...	5	163	...	...	...	163

NOTE.—Any other special examination such as the "Intermediate" or

TABLE VI.

Central Provinces during the official year 1887-88.

Number passed.					Race or Creed of passed Sholars.								Remarks.
Institutions under Public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Jains.	Parsis.	Gonds and other aboriginal tribes.	Chamars and others.	
11	12	13	14	15	16a	16b	16c	16d	16e	16f	16g	16h	17
...	...	...	...	...	...	...	...	...	...	...	...	...	
6	6	...	1	13	...	...	12	1	...	...	...	...	
...	...	...		...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
9	14	...	...	23	1	1	18	1	...	2	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
													*Foreign College remaining out students.
...	...	...	...	...	...	...	...	...	...	...	...	...	
2	...	...	2	4	...	...	4	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
1	...	...	1	2	...	...	2	...	...	...	...	...	
1	...	...	...	1	...	...	1	...	...	...	...	...	
3	...	...	...	3	...	...	3	...	...	...	...	...	
42	43	3	1	89	...	...	82	6	...	1	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
268	138	30	17	453	...	5	406	39	...	3	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
5,596	887	254	1	6,738	35	67	6,021	437	20	7	51	100	
138	31	...	...	169	21	...	142	4	...	2	...	...	
7,738	2,004	325	...	10,067	28	94	8,929	660	30	10	93	223	
260	98	...	...	358	32	8	307	8	...	...	...	3	
...	...	...	10	10	...	...	8	2	...	...	...	...	
...	...	9	10	19	...	...	15	4	...	...	...	...	
52	...	2	...	54	...	...	52	2	...	...	...	...	
96	...	12	...	108	...	...	104	4	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
4	...	...	1	5	...	...	5	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
117	...	...	...	117	...	...	103	11	...	...	...	3	
2	...	...	...	2	...	...	2	...	...	...	...	...	
21	...	...	...	21	...	...	21	...	...	...	...	...	

other examination of the Panjab University, may be added to this list.

Return showing the Distribution of Local Fund and Municipal Expenditure on Public

Objects of Expenditure.	Expenditure of the District Councils and Local Boards on Public Instruction. In Institutions maintained by District Councils or Local Fund Boards.										
	Number of Institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial grants.	Local rates or cesses.	Municipal grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8	9	10	11	12
Arts Colleges.											
University Education. { English	...	...	...	...	...	...	...	...	...	...	..
Total ...	...	...	..	...	...	...	...	...	...	...	...
Secondary schools.											
Schools Education, General. { For Boys... { English ..	2	88	100	78	...	855	...	250	592	...	1,697
For Boys... { Vernacular ...	...	...	...	...	...	...	...	...	...	...	...
For Girls... { English ...	...	...	...	...	...	...	...	...	...	...	...
For Girls... { Vernacular ...	...	...	...	...	...	...	...	...	...	...	...
Total ...	2	88	100	78	...	855	...	250	592	...	1,697
Primary Schools.											
For Boys	737	51,271	50,171	34,750	26,258	1,29,063	690	11,014	2,201	530	1,69,756
For Girls	28	1,200	1,187	778	43	5,072	...	...	53	...	5,168
Total ...	765	52,471	51,358	35,528	26,301	1,34,135	690	11,014	2,254	530	1,74,924
Schools for Special Instruction.											
School Education, Special. { Training Schools for Masters..	...	...	...	...	...	...	...	...	...	...	...
Training Schools for Mistresses	...	...	...	...	...	...	...	...	...	...	...
Schools of Art ...	..	...	...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools ...	...	...	...	...	...	.	...	...	...	....	...
Industrial Schools ...	4	97	92	69	...	486	...	...	...	...	486
Other Schools ...	...	...	...	...	...	...	...	...	...	...	...
Total ...	4	97	92	69	...	486	...	...	...	...	486
Inspection	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in ... { Arts Colleges ...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in ... { Professional Colleges.	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in ... { Secondary Schools...	...	...	...	...	..	584	...	...	...	...	584
Scholarships held in ... { Primary Schools ...	...	...	...	...	473	1,462	...	...	...	...	1,935
Scholarships held in ... { Special Schools other than training schools ...	...	...	...	...	...	...	...	...	...	...	...
Buildings	...	...	...	...	2,157	18,581	90	100	2,109	...	23,037
Furniture and Apparatus, Special grants only	...	...	...	...	515	560	...	9	166	199	1,449
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...
Total ...	..	...	...	...	3,145	21,187	90	109	2,275	199	27,005
Grand Total ...	771	52,656	51,550	35,675	29,446	1,56,663	780	11,873	5,121	729	204,112

1.—The sum of the expenditure in columns 12 and 27 should agree with the expenditure should agree with the expenditure shown in columns 7*b* and 7*c* respectively, of

TABLE VII.

Instruction in the Central Provinces for the official year 1887-88.

				Expenditure of Municipal Boards on Public Instruction.																
In Institutions maintained by			Total Local Fund Expenditure on Public Instruction.	In Institutions maintained by Municipal Boards.											In Institutions maintained by			Total Municipal Expenditure on public Instruction.	Total Expenditure of Local and Municipal Boards on Public Instruction.	Remarks.
The Department.	Municipal Boards.	Private persons or Associations.		Number of Institutions.	Number of scholars on the rolls on the 31st of March.	Number of scholars on the rolls monthly during the year.	Average daily attendance.	Provincial grants.	Municipal Rates.	Local Fund grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Department.	Local Fund Boards.	Private persons or Associations.			
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	7,178	7,178	7,178	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	7,178	7,178	7,178	
...	...	...	855	...	...	...	...	...	...	...	...	...	...	...	19,416	...	5,748	25,164	26,019	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	460	460	460	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	855	...	...	...	...	...	...	...	...	...	...	...	19,416	...	6,208	25,624	26,479	
960	...	...	1,30,023	2	148	133	98	...	572	...	34	5	...	611	24,738	690	3,049	29,049	1,59,072	
230	...	...	5,302	1	27	28	17	...	134	...	...	...	...	134	2,996	...	1,334	4,464	9,766	
1,190	...	...	1,35,325	3	175	161	115	...	706	...	34	5	...	745	27,734	690	4,383	33,513	1,68,838	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	486	...	...	...	...	...	...	...	...	...	...	...	24	...	...	24	510	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	486	...	...	...	...	...	...	...	...	...	...	...	24	...	...	24	510	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
1,762	...	...	2,346	...	...	...	...	...	...	...	...	...	...	...	556	...	...	556	2,902	
1,320	...	...	2,782	...	...	...	...	...	...	...	...	...	...	...	325	...	...	325	3,107	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
500	...	...	19,081	...	...	...	...	...	...	...	...	...	...	...	1,891	90	...	1,981	21,062	
...	...	...	560	...	...	...	...	...	...	...	...	...	...	...	111	...	...	111	671	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
3,582	...	...	24,769	...	...	...	...	...	...	...	...	...	...	...	2,883	90	...	2,973	27,742	
4,772	...	...	1,61,435	3	175	161	115	...	706	...	34	5	...	745	50,057	780	17,769	69,312	2,30,747	

shown in column 3 of General Table IV. II.—The sum of the expenditure in columns 16 and 31
General Table IV., and the Local Fund and Municipal Expenditure of Native States should be excluded.

EDUCATION—SUBSIDIARY TABLE No. II.—FOR EUROPEANS ONLY.

Abstract Return of Expenditure on European Institutions in the Central Provinces for the official year 1887-88.

	Total Direct Expenditure.				Total Indirect Expenditure.			Total Expenditure.	Remarks.
	University Education.	School Education General.		Total.	Scholarship.	Buildings.	Total.		
	Arts Colleges.	Secondary schools.	Primary schools.						
1	2	3	4	5	6	7	8	9	10
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
Institutions... For Males	...	10,809	12,583	23,392	933	...	933	24,325	
Institutions... For Females	...	8,437	13,631	22,068	50	1,800	1,850	23,918	
Total ...	...	19,246	26,214	45,460	983	1,800	2,783	48,243	
(a). Percentages of Provincial expenditure included in columns 2 to 8 to Total Provincial expenditure on European Institutions	...	35·88	58·99	94·87	5·13	...	5·13	100	
(b). Do. do. to Municipal Expenditure ...	...	48·23	51·77	100	...	...	...	100	
(c). Do. do. Total Expenditure ...	...	39·89	54·34	94·23	2·04	3·73	5·77	100	
		Rs. a. p.	Rs. a. p.	Rs. a. p.					
Average cost of educating each pupil—									
Aided Institutions ... Cost of Provincial Revenues ...	...	29 8 6	17 1 5	20 5 3					
Aided Institutions ... Cost of Municipal Funds ...	...	5 13 5	2 3 3	3 2 5					
Aided Institutions ... Total ...	...	82 9 7	39 9 7	50 12 8					

EDUCATION—SUBSIDIARY TABLE No. III.—FOR EUROPEANS ONLY.

Return of European Schools and Scholars in the Central Provinces for 1887-88.

	Public Institutions.								Grand total of Public Institutions.	Grand total of Scholars on 31st March.	Number of Scholars on the 31st March learning			Remarks.
	Under Private Management.													
	Aided by the Department, Local Fund or Municipal Board.				Unaided.									
	Number of Institutions.	Number of Scholars on rolls on the 31st March 1888.	Average number on rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on rolls on the 31st March.	Average number on rolls monthly during the year.	Average daily attendance.			English.	A classical Language.	A Vernacular Language.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	
COLLEGES.														
Secondary Schools.														
ENGLISH.														
School Education, General. — For Boys	5	134	118	100	...	...	...	...	5	134	134	113	50	
For Girls	5	102	115	94	...	...	...	...	5	*102	102	...	57	* Deduct 78 boys in girls' schools and add 58 girls in boys' schools and we obtain 447 girls, see subsidiary Table No. V for Europeans only.
Total ...	10	236	233	194	...	...	...	...	10	236	236	113	107	
Primary Schools.														
For Boys	5	336	298	256	...	...	...	...	5	336	336	...	...	
For Girls	6	365	364	268	...	...	...	...	6	*365	365	...	4	
Total ...	11	701	662	524	...	...	...	...	11	701	701	...	4	
Total of Schools of Public Institutions.	21	937	895	718	...	...	...	...	21	†937	937	113	111	58 Girls in boys' schools. 78 Boys in girls' schools.

† Add 21 Europeans reading in Native Schools and we obtain 958, the total of column 27 *a* in General Table No. III.

EDUCATION—SUBSIDIARY TABLE No. IV

Return of expenditure on European Institutions in the Central Provinces, for the official year 1887-88.

Object of Expenditure.	Public Institutions.										Total of expenditure from					
	Under Private Management.															
	Aided by the Department.						Unaided.									
	Provincial revenues.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	Municipal Funds.	Fees.	All other sources.	Grand Total.	Remarks.
1	2a	2b	2c	2d	2e	2	3a	3b	3c	3	4a	4b	4c	4d	4	
Secondary Schools, English—																
For Boys ..	3,110	900	1,669	1,080	3,390	10,809	...	...	...	...	3,770	900	1,669	4,470	10,809	
„ Girls ...	3,111	460	2,424	571	1,871	8,437	...	...	...	...	3,111	460	2,424	2,442	8,437	
Total ...	6,881	1,360	4,093	1,651	5,261	19,246	...	...	...	...	6,881	1,360	4,093	6,912	19,246	
Primary Schools, English—																
For Boys ...	5,494	900	1,257	1,873	3,059	12,583	...	...	...	...	5,494	900	1,257	4,932	12,583	
„ Girls ...	5,820	560	3,697	582	2,972	13,631	...	...	...	...	5,820	560	3,697	3,554	13,631	
Total ...	11,314	1,460	4,954	2,455	6,031	26,214	...	...	...	...	11,314	1,460	4,954	8,486	26,214	
Scholarship in Secondary Schools ...	398	...	...	...	...	398	...	...	...	...	398	...	...	...	398	
„ „ Primary „ ...	585	...	...	..	...	585	...	...	...	...	585	...	...	...	585	
Buildings ...	...	...	...	...	1,800	1,800	...	...	...	...	...	...	...	1,800	1,800	
Total ...	983	...	...	..	1,800	2,783	...	...	...	...	983	...	...	1,800	2,783	
Total expenditure on European Institutions ...	19,178	2,820	9,047	4,106	13,092	48,243	...	...	...	...	19,178	2,820	9,047	17,198	48,243	

EDUCATION—SUBSIDIARY TABLE No. V. FOR EUROPEANS ONLY.

Return of the Stages of Instruction of pupils in Public Schools for General Education in the European Schools of the C. P. for the official year 1887-88.

Class of Shools.	Number of schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination. 1			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage. 2			Upper Primary Stage. Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage. 3			Lower Primary Stage. Comprising all pupils who have not passed beyond the Lower Primary Stage. Reading printed books. 4			Not reading printed books. 5			Total.		
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys	Girls.	Total.	Boys	Girls.	Total.	Boys	Girls.	Total.
SECONDARY SCHOOLS.																				
For Boys. Aided ... English ...	5	134	6	...	6	119	9	128	...	...	...	...	...	...	...	...	...	125	9	134
For Boys. Unaided ... Vernacular ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	5	134	6	...	6	119	9	128	...	...	...	...	...	...	..	...	...	125	9	134
For Girls. Aided ... English ...	5	102	...	...	...	2	100	102	...	...	...	...	...	...	...	...	...	2	100	102
For Girls. Unaided ... Vernacular ...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ..	5	102	...	...	...	2	100	102	...	...	...	...	...	...	...	...	...	2	100	102
Total Secondary Schools ...	10	236	6	...	6	121	109	230	...	...	...	...	...	...	...	...	...	127	109	236
PRIMARY SCHOOLS.																				
For Boys... Aided	5	336	...	...	...	...	...	...	103	8	111	100	19	119	84	22	106	287	49	336
For Boys... Unaided	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ..	5	336	...	...	...	...	...	...	103	8	111	100	19	119	84	22	106	287	49	336
For Girls... Aided	6	365	...	...	...	...	...	...	6	107	113	47	135	182	23	47	70	76	289	365
For Girls... Unaided	..	...	...	...	...	...	...	...	.	...	...	...	...	...	...	...	...	...	...	...
Total ...	6	365	...	...	...	...	...	...	6	107	113	47	135	182	23	47	70	76	289	365
Total Primary Schools ...	11	701	...	...	...	...	...	...	109	115	224	147	154	301	107	69	176	363	338	701
Grand Total ..	21	937	6	...	6	121	109	230	109	115	224	147	154	301	107	69	176	490	447	937

APPENDIX A.

Comparative Statement of the Education of Girls in the Central Provinces.

Class of Schools.	Schools.		Scholars.		Average attendance.		Expenditure from Provincial Revenues.		Expenditure from Cess and other sources.		Expenditure from Total.		Total cost of educating each pupil.		Cost to Provincial Revenues.	
	1887.	1888.	1887.	1888.	1887.	1888.	1887	1888.	1887.	1888.	1887.	1888.	1887.	1888.	1887.	1888.
													Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Secondary Schools—																
English Aided ...	3	5	97	102	76	94	2,403	3,111	4,355	5,326	6,758	8,437	84 7 7	73 5 10	30 0 7	27 0 10
„ Unaided ..	1	...	5	...	5	...	...	...	134	...	134	...	22 5 4	...	...	...
Total ...	4	5	102	102	81	94	2,403	3,111	4,489	5,326	6,892	8,437	80 2 3	73 5 10	27 15 1	27 0 10
Primary Schools—																
Departmental Vernacular	35	37	1,606	1,666	1,007	1,053	6,346	6,037	3,410	3,569	9,756	9,606	6 2 0	5 14 1	3 15 9	3 11 2
District Council do. ...	29	29	1,291	1,227	817	795	26	43	5,171	5,259	5,197	5,302	4 3 5	4 5 10	0 0 4	0 0 7
Feudatory do. ...	1	2	84	89	7	53	...	..	235	309	235	309	3 1 6	3 7 6	..	...
Aided do. ...	33	35	1,353	1,549	890	1,016	3,430	4,155	7,865	10,639	11,295	14,794	8 15 5	9 14 6	2 10 8	2 12 6
Unaided do. ..	12	3	385	103	239	67	...	..	497	263	497	263	1 7 5	2 9 8	...	...
Aided English ...	5	7	398	427	290	316	5,575	6,120	6,681	8,565	12,256	14,685	31 12 10	34 10 2	14 7 1	14 6 11
Unaided ...	1	...	41	...	25	...	...	...	1,102	..	1,102	...	29 0 0	...	...	...
Total ...	116	113	5,158	5,061	3,315	3,300	15,377	16,355	24,961	28,604	40,338	44,959	8 2 4	9 1 2	3 1 8	3 4 10
Grand Total ...	120	118	5,260	5,163	3,396	3,394	17,780	19,466	29,450	33,930	47,230	53,396	9 6 0	10 8 6	3 8 5	3 13 5

APPENDIX B.

Work of Zila and Joint Inspectors of Schools in the Central Provinces for 1887-88.

Districts.	Names of Zila Inspectors.	Salary.	No. of days on tour.	No. of days at Head-quarters.	Area of district in square miles.	Miles travelled by road.	Miles travelled by rail.	No. of inspections.	Remarks.
	Southern Circle.								
Balaghat ...	Mr. Rahmat Ali ...	125	230	136	3,145	1,662	...	230	
Betul ...	„ Jayadeo Dixit ...	100	250	111	3,905	2,503	...	288	5 days on leave.
Bhandara ...	„ Gopal Sitaram ...	80	286	80	3,922	1,742	567	243	
Chanda ...	„ Govind Raghunath ...	150	274	92	10,785	2,365	56	258	
Chhindwara ...	„ Sadasheo Vithal ...	125	151	72		1,291	...	112	
	„ Govind Rao Bobde ...	80	94	31	3,915	791	...	84	1 day on leave.
	„ Lax man Rao ...	...	...	17		...	...	...	
Nagpur ...	„ Hari Shridhar ...	200	272	94	3,786	1,984	1,019	324	
Seoni ...	„ Jeorakhan Lal ...	80	289	77	3,247	3,080	...	293	
Wardha ...	„ Jageshwar Bapuji ...	80	272	60	2,401	2,633	324	247	
	„ Ganesh Apaji ...	...	...	34		...	...	...	
Sironcha ...	„ Ranga Bhashim ...	*50	62	304	644	1,032	...	46	* Yearly allowance.
	Northern Circle.								
Damoh ...	„ Behari Lal ...	100	255	111	2,799	2,525	...	274	
Hoshangabad ...	„ Kripa Shankar ...	125	203	73	4,437	1,429	661	202	On privilege leave for 90 days.
	„ Fakruddin ...	...	19	71		115	...	17	
Jubbulpore ...	„ Gangasing ...	150	246	78	3,918	1,919	427	263	42 days on privilege leave.
	„ Jhalkan Chowbe ...	...	41	1		170	114	23	
Mandla ...	„ Lal Mahomed ...	80	272	94	4,719	2,138	...	118	
Narsinghpur ...	„ Nago Yado Rao ...	125	231	132	1,916	1,371	1,375	238	3 days on casual leave.
Nimar ...	„ Govind Rao Bobde ...	80	133	80		646	812	98	13 days on leave
	„ Laxman Rao ...	...	...	27	3,340	...	...	...	
	„ Sadasheo Vithal ...	125	93	20		242	259	89	
Saugor ...	„ Kripa Shankar ...	200	185	88	4,005	1,663	...	210	93 days on leave.
	„ Jhalkar Chowbe ...	...	81	12		515	...	67	
	Eastern Circle.								
Bilaspur ...	Mr. Gadadhar Prasad Sing ..	100	226	110	7,798	2,138	...	190	30 days on privilege leave.
Raipur ...	„ Kedar Nath ..	150	212	123	11,885	2,082	...	199	31 days on privilege leave.
	„ Ganpat Lal, Joint Zila Inspector.	60	282	14		2,166	80	255	
Sambalpur ...	„ Laxman Rao Nakhre ...	100	238	128	4,521	2,228	...	*276	21 days on account of seed holidays.
	„ Gopal Patnaik, Feudatory Inspector for Sarangarh and Raigarh ...	60	292	74	...	2,076	...	162	21 do. do. of harvest holiday.
	„ Abdul Kadir, Feudatory Inspector for Patna and Kalahandi...	40	101	182	...	717	...	62	
	„ Ramchandra Behera ...	60	112	20	...	340	...	38	

APPENDIX C.

Return of occupation of Parents or Guardians of pupils at the Colleges and Schools in the Central Provinces during the year 1887-88.

Class of Institutions.	Number of Institutions.	Number of pupils on the rolls on the 31st March.	Richer classes of society (yearly income above Rs. 5,000).	Middle Classes of society (yearly income from Rs. 200 to Rs. 5,000.						Poorer Classes of society (yearly income not exceeding Rs. 200.)							
				Government service.	Private Service.	Estates.	Professions.	Trades.	Total.	Service.	Agriculture.	Trade.	Skilled labour.	Common labour.	Miscellaneous.	Total.	Grand Total.
Arts Colleges—																	
Departmental at ...	1	57	5	9	5	1	2	2	19	10	3	4	...	1	15	33	57
Aided ...	2	77	4	22	14	8	4	3	51	16	.	1	...	...	5	22	77
Unaided ...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Secondary Schools—																	
ENGLISH.																	
For Boys... Departmental at ..	38	2,835	47	407	134	164	83	106	894	836	268	225	106	164	295	1,894	2,835
For Boys... District Council ...	2	88	3	2	1	9	2	20	34	24	6	4	4	4	9	51	88
For Boys... Aided ...	24	1,281	29	295	190	65	63	66	679	188	41	62	34	43	205	573	1,281
For Boys... Unaided ...	6	167	4	25	33	27	17	8	110	29	7	7	...	...	10	53	167
For Girls... Aided ...	5	102	9	20	40	...	3	...	63	13	...	..	3	8	6	30	102
Primary Schools—																	
For Boys... Departmental at ...	192	13,859	35	580	184	544	284	633	2,225	3,094	2,061	2,075	1,410	1,635	1,324	11,599	13,859
For Boys... District Council ...	739	51,419	231	672	270	2,275	1,588	1,149	5,954	4,248	21,221	5,607	4,807	5,504	3,847	45,234	51,419
For Boys... Feudatory States	90	5,456	18	19	22	294	81	121	537	220	3,165	268	241	545	462	4,901	5,456
For Boys... Aided ...	571	24,764	165	942	653	725	636	569	3,525	2,700	8,312	2,797	3,120	1,998	2,147	21,074	24,764
For Boys... Unaided ...	86	2,963	16	82	226	152	57	110	627	345	861	303	249	305	257	2,320	2,963
For Girls... Departmental at ...	37	1,666	28	76	39	64	81	87	347	200	160	347	312	158	114	1,291	1,666
For Girls... District Council ...	29	1,227	4	4	6	21	59	70	160	40	295	271	169	158	134	1,063	1,227
For Girls... Feudatory States ..	2	89	...	...	2	13	3	4	22	15	32	8	4	6	2	67	89
For Girls... Aided ...	42	1,976	12	228	267	23	69	48	635	190	245	264	196	224	210	1,329	1,976
For Girls... Unaided ...	3	103	1	2	2	2	19	2	27	28	12	2	...	21	12	75	103
Training Schools—																	
Departmental for Masters ...	3	187	...	...	...	6	...	1	7	52	76	27	5	7	13	180	187
" for Mistresses...	1	20	...	...	...	...	2	1	3	17	...	...	...	..	...	17	20
Industrial Schools—																	
Departmental at ...	10	150	...	9	3	4	1	2	19	37	24	15	25	15	15	131	150
District Council ...	4	97	...	...	...	...	21	5	26	8	20	5	8	6	24	71	97
Other Schools—																	
Departmental at ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
District Council ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Aided ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Unaided ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Private Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Grand Total ...	1,887	1,08,583	611	3,394	2,091	4,397	3,075	3,007	15,964	12,310	36,809	12,292	10,693	10,798	9,106	92,008	1,08,583

N. B.—The 5 special Drawing schools and their 90 pupils are not included in this Return.